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ABSTRACT

The project was aimed at developing literacy teachers for the first phase of a literacy program sponsored by UNESCO in Tanzania. Some 204 volunteer literacy teachers were trained to teach in four pilot areas: Busega, Nansimo, Negezi, and Ihangiro. The focus of the project was to give cash crop farmers basic skills in reading, writing, and arithmetic, and experience in using these skills to solve their economic, social and cultural problems and to increase their participation in local, regional and national life. The period (May to October, 1969) was devoted to literacy classes; November, 1969 to April, 1970 (the period farmers were too busy) was used for agricultural demonstrations. Emphasis was placed on training and the role of teachers as leaders and professional workers. Some of the conclusions reached are: the program as developed was inadequate; there should be no pressure to open a certain number of classes in certain number of places; Grade VII leavers would play a prominent part as literacy teachers; adequate measurement techniques of teacher performance should be developed; and the teacher's newsletter (Kufundisha Watu Wazima) should be continued. (Author/PT)

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LITERACY TEACHERS OF ADULTS

(An Evaluation Report on Training and Performance of Voluntary Literacy Teachers in a Functional Literacy Project in Tanzania)

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By Dr. H. S. Bhola

Unesco Literacy and Adult Education Trainer

UNDP/Tanzania Work-Oriented Adult Literacy Pilot Project

Lake Regions, Tanzania

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FOREWORD

Some 204 voluntary literacy teachers were trained during January - June 1969 to teach literacy classes under the UNDP/Tanzania Work-Oriented Adult Literacy Pilot Project in the four pilot areas: Busega in Mwanza, Nansimo in Mara, Negezi in Shinyanga, and Ihangiro in West Lake.

The field work plans for the pilot areas during 1969 - 1970 as made by the Project administration fell into two rather distinct phases: (a) May-October 1969, and (b) November 1969 to April 1970. The dry months of May to October 1969 were assigned to literacy work when literacy classes were taught by teachers previously trained and using a work-oriented primer specially written for cotton farmers. During November 1969 - April 1970, it had been assumed, the cotton farmers in the pilot areas would be too busy to attend <u>regular</u> classes but would be willing, and perhaps even anxious, to attend agricultural demonstrations of immediate interest and relevance and to learn and adopt improved agricultural practices demonstrated to them.

Consequently, some of the literacy classes opened earlier in May or June were closed in October 1969 and some more in November 1969. The month of December 1969 provided a natural cutting point for the trainers to go to the field and to see how the teachers had faired; what, at that point of time, did they think of their training and of their work; whether they saw their own purposes and the Project's purposes having been fulfilled; and thereby to get feedback on the effectiveness of training and the health of the total programme.

The evaluation study reported in the following was, therefore, planned and conducted during December 1969 and January 1970. Since evaluations are undertaken essentially for enlightened decision-making in subsequent phases of a programme the present study naturally had practical concerns in view. Did we make proper teacher selections and indeed did our selection instruments have power to predict teacher performance? What had our teachers learnt from their training and was the training of any practical use in their day to day work? What had the training experience and subsequent work as teachers done to them as persons and had the teachers become local leaders of some sort? Briefly, we wished to find out about how to improve selection and training of teachers to help them to do a better job of teaching and innovating.

"The Teachers Speak" might as well have been the title of this report. It is indeed our literacy teachers who are speaking throughout. We present and analyse their test results and the interviews we had with them. The report thus presents a view of things as seen by the teachers. Naturally, we work out the various implications of their responses and draw out some lessons for the programme's future work.

Under the new policy of the Government of Tanzania primary schools must accept the major part of the responsibility for adult education and literacy work. However, both in Tanzania and elsewhere, the voluntary worker, who isn't necessarily a primary school teacher, will continue to make important contributions to literacy and adult education movements. To them this short report is dedicated.

H. S. B.

February 11, 1970

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I. BACKGROUND

At the end of the First Development Decade most of us find ourselves in general agreement that investment in human capital is good economics and that education has a crucial instrumental role in socio-economic development of underdeveloped countries.

What kind of education, though? Decolonized, socially-relevant, politically-integrative, production-oriented — these have been some of the descriptions offered. Within this general, and sometimes diffused framework, many development education workers have been satisfied with devising and implementing manpower policies. Others have gone farther and preached general adult education without literacy. It was a small minority that insisted that adult education was not enough without literacy and that literacy was "primarily an instrument whereby the other goals [could] be attained; it [was] indeed a pre-condition for more considerable success in all practical strivings".[1]

Unesco's Experimental World Functional Literacy Programme

Unesco (with funds from the United Nations Development Programme) has been providing support to the view that literacy can play a generative role in socio-economic development of communities by unlocking human potential in farmers, fishermen, artisans, and workers of those communities. The concept of functional literacy, that could generate development, was elaborated in some detail at the Tehran Conference of Ministeries of Education in 1965.[2] To test the concept Unesco launched an Experimental World Functional Literacy Programme in which member states of Unesco were invited to participate. The aim of the experimental programme was "to determine the nature and significance of the links between literacy and development and to make it possible to work out the most efficient and economical approaches, means and methods for the successful conduct of the campaign against

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[1] Gunnar Myrdal, Asian Drama: An inquiry Into the Poverty of Nations (Vol. I, II, III), New York: Pantheon, 1968, Page 1688.

[2] Unesco: Final Report: World Conference of Ministers of Education on the Eradication of Illiteracy (Tehran, 8-19 September, 1965), Paris: Unesco (ED/217), 1965.

illiteracy and, consequently, against underdevelopment".[3] Eleven countries of Asia, Africa and Latin America — Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, Sudan, Syria and Tanzania — are today participating in the experimental programme to demonstrate the development-generative role of literacy. They are working with such diverse groups as coffee growers, cotton farmers, rice producers, tobacco growers, cattlemen, land reform beneficiaries, cooperators, craftsmen, textile workers, industrial workers, and women as an underprivileged group.

Tanzania Work-Oriented Adult Literacy Pilot Project[4]

The Tanzania Work-Oriented Adult Literacy Pilot Project was planned as an agriculture sector project and established in four pilot areas in Tanzania's Lake Regions — Mwanza, Mara, Shinyanga and West Lake. It is in the Lake Regions that Tanzania's two most important cash crops, cotton and coffee, are grown extensively and these regions, therefore, constitute an important economic zone. Illiteracy, it was thought, constituted a serious bottleneck in the diffusion of agricultural innovation and social change in these regions.

The focus of instructional programme under the Project was to be the linking of literacy (in Kiswahili) closely with vocational skills of improved farming. Specifically, the farmer groups engaged in raising cash crops were to be given (a) basic skills in reading, writing, and arithmetic; (b) experience in using these skills in solving their economic, social and cultural problems; and (c) experience also in participation in local, regional and national life of the nation. In addition to linking literacy with vocational skills, the teaching of literacy was to be linked with health, sanitation, and home economics; and with general economic and social development of the areas. These latter aspects were to be strengthened further through follow-up reading materials on hygiene, nutrition, childcare and home economics being made available to new literates.

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[3] Rene Maheu, "Situation Report on the Fight Against Illiteracy", Unesco Chronicle (Vol. XV, No. 11, November, 1969), Page 372.

[4] This section is developed from the Plan of Operations document signed in July 1967 by the Government of Tanzania and Unesco. No comments or interpretations have been added.

The duration of literacy courses envisaged under the Plan of Operations was to be 9 months in a year for two consecutive years. These 18 months of instruction, it was hoped, would provide skills in literacy, and in improved farming as well as build social and participative competences in adult learners. The classes were to be taught by school teachers, civil servants, cooperators, trade-unionists, local leaders, and voluntary workers — mentioned in that order in the Plan of Operations. A 2 - 4 weeks of training period was recommended for the literacy teachers followed by in-service training courses at the end of the year. Literacy teachers, in turn, were to be trained and supervised by field staff of agriculture, health, and home economics departments and institutions and these themselves were to be trained in two-months courses to help them develop as instructors of literacy teachers and supervisors of the programme.

The five years of the total life of the Project that began officially on January 1, 1968 was to be divided into three phases: Phase I of one year for preparation; Phase II of 2 years for operational activities in the pilot areas to gain experience; and Phase III of two years for expansion. The end-of-the-Project objectives were to reduce illiteracy rates from 85 per cent to 25 per cent in the pilot areas among adults between the ages of 15 to 45 years.

The actual conduct of operations, departures from the Plan of Operations and reasons therefor are documented in various minutes and reports issued from the Project Office in Mwanza.[5] In the following we will present only facts related to teacher training part of the Project.

Teacher Training Curriculum and Training Strategy[6]

The first teachers training course under the Project was organized at the Misungwi District Training Centre from June 17 to July 13, 1968. It enrolled 30 Primary school leavers to be trained as literacy teachers.

The course objectives were general rather than specific. For instance, out of a total of 316 hours of teaching time available teaching of substantive agriculture took 62 hours, that is, one-fifth of the total teaching time. Use of the literacy primer (not a work-oriented literacy

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[5] Two recent reports of interest are for September 1968 to April 1969 (Report III, R 4/1/5 dated April 30, 1969) and for May 1969 to September 1969 (Report IV, R 4/1/6 dated September 30, 1969), Mimeographed.

[6] See also H. S. Bhola, "Preparation of Literacy Teachers and Their Trainers (Course Outlines and a Training Strategy)", Mwanza: The Project, January 1969, Pages 25, Mimeographed.

primer but the one used in the national literacy campaigns) was allocated 54 hours of class teaching. The teaching of substantive health knowledge took another 50 hours. The remaining teaching time of 150 hours was given to general teaching principles (22 hours), preparation and use of audio-visual aids (20 hours), preparation and use of rural newspapers (16 hours), class administration (22 hours), cooperatives education (12 hours), animal husbandry (10 hours), evaluation and interviews (16 hours), and other miscellaneous activities (32 hours). The Misungwi course for literacy teachers thus included within itself two other short courses, one on agriculture, and another on health education.

Thirty classes with an enrolment of some 600 farmers were opened in Busega (Mwanza) and the Misungwi-trained teachers started teaching these classes on August 5, 1968. This experiment within an experiment gave the Project organizers a foretaste of the realities of the field before the next training phase began in January 1969. Many lessons were learnt from the Misungwi course and from the performance of teachers when they started teaching in Busega. Some of the ideas that decided the shape of the training programme in the next training phase of January - June 1969 are recorded below.

1. It was clear that the trainers of literacy teachers will come from the staff of the Ministry of Rural Development that had direct administrative responsibility for the Tanzania Project. (Some junior officers of the Ministry of Agriculture were later available as trainers but none came from the departments of Health or Home Economics as had been envisaged in the Plan of Operations. In fact even the Rural Development Ministry withdrew its senior officer trainer after the first two teachers courses.)

2. It became clear also that school teachers, civil servants, members of cooperatives, trade-unionists, and local leaders would not be available to function as literacy teachers as foreseen in the Plan of Operations. The only pool available for recruitment of literacy teachers would be that of Primary school leavers.

3. Again, it was found completely unrealistic to expect that after a mere four weeks of training Primary school leavers would become literacy teachers, health educators and agriculture specialists at the same time. Some individual teachers in fact were unable themselves to cope with the teaching sheets on agriculture and health given to them for use with their classes.

4. Consequently, it was clear that the literacy teacher should be trained <u>as</u> literacy teacher and be enabled to teach literacy using the teaching

materials given to him. He should be trained as a user of materials; more than that should not be attempted. The materials given to him should within their own format integrate the literacy skills and the vocational skills (the verbal part of them, that is). We should not expect that Primary school leavers would accomplish the sophisticated task of curriculum integration on their own when given a separate primer of some kind and teaching sheets and booklets on agriculture. The need to write a special primer that did the integration job for the teacher within its format thus came into sharper focus.

5. Since the teacher was to handle the teaching of literacy (and only some verbal knowledge of agriculture embedded in the work-oriented primer) the important task of teaching vocational skills of cotton farming would remain to be done outside the classroom. This, it was found necessary, to assign to the agriculture extension officer with whom the teacher would team up to achieve the total objectives of the functional literacy project. The teacher and the agriculture extension officer would be the core of this teaching team; health educator, home economics specialist, rural construction man, political educator would cooperate when and where necessary. Since there were not enough agriculture extension officers in the field one such officer was to team up with 8 to 10 literacy teachers.

The literacy teacher was thus seen essentially as (i) a classroom teacher and (ii) a cooperator with agriculture extension worker, that is, as a team member of the basic teacher-extension worker team. In the classroom he would use the primer to teach reading, writing, and computations. He will also use audio-visual materials like charts, posters, flashcards and flannelgraphs on the subjects of health, nutrition, childcare — graphic materials that were self-contained and needed to be presented rather than taught.[7] He would know though that he also had a job outside the classroom and that job consisted in establishing a liaison with the agricultural extension worker. He would understand that functional literacy programmes were not done with the primer alone. He will keep in constant touch with the agriculture extension worker responsible for his class, invite him for talks and clarifications of agricultural issues, mutually fix arrangements for agricultural demonstrations and courses to be given in the field and one the farms, and will later weave

[7] It is sometimes not realized that graphic aids like sets of pictorial flashcards, and flannelgraph stories on health, nutrition, etc. are more or less self-contained. The captions for each flashcard, for example, will describe what is in the picture. Various pictorial cues and details to note may also be indicated and the questions to ask from the group may be suggested on the back of the flashcard or in a sheet accompanying a flannelgraph story. Any intelligent literate can thus use such sets of pictorial materials. He does not first have to be trained as a health educator to be able to use these graphic materials on health. Only a minimal training in the presentation of these materials is often sufficient.

vocational experiences into his classroom teaching. He would understand clearly that the more important, the better half of a functional literacy programme was done outside the classroom by the various extension workers, and especially by the agriculture extension workers.

The literacy course for teachers was designed them to develop these competences and was divided into the following parts:

1.	Functional Literacy Concept and the Tanzanian Project	1 day
2.	Pre-Class Preparations	2 days
3.	Working with Adults	3 days / 1 week
4.	Use of Audio-Visual Materials	3 days
5.	Comprehensive Nature of a Functional Literacy Programme: Coordinating with Agriculture Extension Workers and Others	3 days / 1 week
6.	Teaching of Reading, Writing and Arithmetic	6 days / 1 week
7.	Class Management	2 days
8.	Records and Testing	3 days
9.	Evaluation of the Course	1 day / 1 week
		4 weeks

Some brief comments are in order here. First, the Plan of Operations had recommended a 2 to 4 weeks course for literacy teachers followed by refresher courses at the end of the year. The pattern used by the Project was 4 weeks of training supplemented by a monthly training newsletter and individual conferences during supervision visits. Second, the trainers of literacy teachers were trained in a 6-week course. In the first two weeks the trainers were given the needed substantive literacy content and some ideas on communication and training methods. In the next 4 weeks they themselves trained 30 literacy teachers — developing time tables, writing training materials, testing and revising them and evaluating their own performance as trainers. The writing of training materials was an important feature of the training of trainers. Third, some changes were made in time allocations on the advice (sometimes rather forcefully given!) by some Project colleagues. For example, the use of primer was given more time at the cost of teaching of audio-visual aids. The whole unit on audio-visual materials was thus reduced to some practice on writing drill cards for use with the primer. Six hours of agriculture teaching were added to enable teachers to understand the minimal agricultural information included in the primer. More time was found necessary to be allocated to the explanation of the concept of functional literacy.

Some short details of courses organized between January - June 1969 are given below:

(A) Trainers Course: Organized at The Home Economics Training Centre, Buhare, Musoma. January 6-18, 1969. (With the 4-week practicum included, the duration of the trainers' course was 6 weeks.) Attendance 20.

(B).1 Bweri Literacy Teachers Course: Organized at the District Training Centre, Bweri, Musoma for teachers from the Nansimo (Mara) pilot area. January 20 to February 15, 1969. Attendance 29.

.2 Kizumbi Literacy Teachers Course: Organized at the District Training Centre, Kizumbi, Shinyanga for teachers from the Negezi (Shinyanga) pilot area. February 24 to March 22, 1969. Attendance 31.

.3 Gera Literacy Teachers Course: Organized at the District Training Centre, Gera, Bukoba for teachers from the Ihangiro (West Lake) pilot area. March 31 to April 30, 1969. Attendance 38.

.4 Butimba Literacy Teachers Course: Organized at the Teachers' Training College, Butimba, Mwanza for teachers from Negezi (36), Nansimo (25) and Busega (45) pilot areas. June 2-28, 1969. Attendance 106.

About half of the 204 teachers started teaching in May 1969 and another half in June or July 1969.

Teachers' Survey

The Project's field work was divided by the Project administration in two rather distinct parts: (i) May to October 1969 and (ii) November 1969 to April 1970. The period May to October, the dry season, was assigned to literacy classes using a functional literacy primer. During the period November 1969 - April 1970 farmers were assumed to be too busy to attend regular literacy classes but interested enough in agricultural demonstrations of immediate relevance to their concerns on the farm.[8] It was during the months of November 1969 to April 1970 that all agricultural demonstrations were planned to be organized.

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[8] The assumptions made here need to be tested. The teachers, since they do not get any honoraria during November - April, lose all interest in the programme and the learners groups from literacy classes seem to lose all identity and get dissipated. It may also be noted that some classes wish to continue to meet beyond October into the "busy" months.

The month of December 1969 thus provided a natural cutting point for the Project to evaluate the total field work experience. The Unesco Trainer, not unnaturally, sought to approach the problem through training of literacy teachers. A small evaluation study of the literacy teachers engaged on the Project was, therefore, planned for December 1969. The general objectives of this evaluation study were to get feedback for the Project with regard to teacher performance and teachers' role in social innovation and, on the basis of this feedback, devise better teacher training policies and procedures.

An important terminal behaviour expected in adult learners after five to six months of attendance in literacy classes would be a specified level of ability in reading, writing, and computing. However, since no achievement tests in reading, writing, or arithmetic were either developed or administered to adult learners in classes no data on adult performance on these aspects was available from which teacher performance could then be measured. The only data available that could be used as <u>one</u> indicator of teacher performance was the average attendance in literacy classes over the six months, May - October 1969. Teachers who performed well in classes could be assumed to have their classes better attended. This, indeed, is a weak indicator since classes may stay together and still not learn and average attendance figures themselves are generally inflated and hence suspect.

A test in three parts was devised to judge teacher performance ex post facto. [See Appendixes I (b), I (c), I (d).] The rationale behind these tests was that if literacy teachers did not have the knowledge about the programme and about literacy teaching as included in Literacy Knowledge Test [Appendix I (b)]; or did not have the computation skills tested in the Arithmetic Test [Appendix I (c)]; or could not cope with the visual strategies presented in the Visual Test [Appendix I (d)] they could not have effectively taught their adult classes because the materials they were supposed to communicate to the learners assumed this knowledge and skills. The tests would thus distinguish for us the teacher that could <u>not</u> have possibly taught well even though we would not say with certainty that others had done a good job of teaching. The others could have.

To analyse the social/innovative role of the teacher interviews were administered to the teachers. [See Appendix I (a).] The interviews asked for some additional information on training courses and then addressed itself to two main themes: What was the quality and the level of teachers' morale?

and Was their role as literacy teachers helping them to shape into local leaders?[9]

Judgements on the level and quality of teachers' morale were to be made on the basis of responses with regard to (i) reasons for teacher and learner dropouts as seen by teachers; (ii) disadvantages and advantages of being a literacy teacher mentioned by them; and (iii) whether the teachers saw local leadership being interested in the functional literacy project. In turn, it was assumed, it would provide an indication of the present health of the programme in the field.

The subject-matter of learners informal conversations with teachers; the formal address used by learners for the teachers; whether the teachers were considered as "men to talk to" and "men to take along" to see important people were meant to provide data on their growth on the leadership dimension.

The various onjectives of the study can now be summarized as follows:

1. To test the teachers in their present knowledge of literacy teaching, computation and handling of common visual strategies to make ex post facto judgements on what might have been the quality of their performance.
2. On the basis of above information, and other information available through interviews, to formulate suggestions for revision of the training programmes for subsequent teachers courses and to design suitable refresher courses to strengthen the teachers now teaching.
3. To investigate the usefulness of the Kufundisha Watu Wazima — the in-service training newsletter established for on-the-job training of literacy teachers.
4. To make judgement on the general morale of literacy teachers now teaching thereby to analyse their aspirations, and to make some judgement on the health of the total field programme.
5. To see if the training experience of teachers, irrespective of the merit of the training course, had turned out to be leadership training and consequently had turned them into local activists and potential leaders.

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[9]Leadership is a difficult theoretical concept and morale perhaps not even respectable social science vocabulary. However, it seems possible to fulfil the practical interests of this evaluation study without attempting to define these concepts with any sophistication.

Teachers were selected for testing and interviews by area sampling and random sampling within areas. This meant that teachers from each of the 8 to 10 sub-sections in each pilot area were represented. In Ihangiro since the total number of teachers was small all the teachers were attempted to be covered and in Nansimo all the teachers in the area requested to be included in the study. This meant that the final sample included 25 out of 62 teachers in Busega, 49 out of 54 in Nansimo, 28 out of 67 in Negezi and 35 out of 38 in Ihangiro — which meant 137 out of 221 teachers who had recently taught.[10]

Four education majors from the University College Dar-es-Salaam conducted the interviews and administered the tests during December 1969. Interviews were conducted with each teacher separately but tests were administered in groups of 6 to 14 teachers except in Negezi where the teachers were too far scattered to be brought to one place. Here the tests were also administered individually. In 15 cases in this area the tests had to be left with the teachers overnight and collected later to suit the circumstances of time and distances.

In the other three pilot areas the teachers were indeed very cooperative and walked long distances to assemble for the tests and interviews. Most stayed all day at interview and testing sites to finish the job before returning to their villages in the evening to have their first meal of the day.

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[10]The figure 221 includes teachers trained at Misungwi and still teaching, also a few Primary school teachers who offered to teach classes. All the 137 teachers in the sample did not complete all the tests and questionnaires. In Chapters II and III we will sometimes be dealing with samples of 131 only.

II. TEACHERS AS PROFESSIONAL WORKERS

As we have stated in Chapter I a test in three parts had been devised to judge teacher performance ex post facto. The rationale behind the test was that if literacy teachers did not have the knowledge about the programme and about literacy teaching as included in the Literacy Knowledge Test; or did not have the computation skills tested in the Arithmetic Test; or could not cope with the visual strategies presented in the Visual Test they could <u>not</u> have effectively taught their adult classes because the materials they were supposed to communicate to their classes assumed this minimal knowledge and skills. The tests thus would distinguish for us the teachers that could <u>not</u> have possibly taught well even though it would not be said with certainty that those who did well on these tests did actually teach well. The scores made by the various teachers in the sample are included in tables under Appendixes II (a), II (b), II (c) and II (d).

From data in Appendixes II (a) - (d) it can be worked out that teacher groups had made the following average scores:

TABLE II - 1

Averages of Test Scores of Teachers
by Pilot Areas

	Busega	Nansimo	Negezi	Ihangiro	Overall Averages
Literacy Test (Out of a total of 47)	29.5	32.0	29.9	25.2	29.2
Arithmetic Test (Out of a total of 18)	10.5	11.2	12.6	6.3	10.2
Visual Test (Out of a total of 10)	6.1	5.8	5.8	4.5	5.5
Overall Averages (Out of a total of 75)	46.1	49.0	48.3	36.0	

An analysis of the test scores shows that performance, on the whole, has been bad. The maximum total average made by Nansimo teachers is 49 which is 65.3% of the total points possible. A teacher to have probably performed efficiently should have scored more than 80%. It seems almost certain that

teachers who scored below 60% could not have taught well at all. If such a criterion is applied half of the teachers who are now teaching should not have been teaching <u>at all</u>. This is borne out by the following table:

TABLE II - 2

Distribution of Teachers by Percentages of Test Scores Made by Them

	Busega	Nansimo	Negezi	Ihangiro	Total
Between 90 - 99%	0	3	0	0	3
Between 80 - 89%	0	5	2	0	7
Between 70 - 79%	7	15	5	1	28
Between 60 - 69%	5	8	12	6	31
Between 50 - 59%	5	8	4	10	27
Below 50%	5	9	3	18	35
Total Teachers	22	48	26	35	131

Thus 62 out of 131 teachers scored below 60% and other 59 scored between 60% and 80% and only 10 out of 131 scored above 80%. Even if we consider 70% as a cutting point only 38 out of 131 teachers should have been teaching.

As we have also indicated in the preceding no objective criteria had been established in the Project for judging teacher performance except perhaps by looking at average class attendance figures which are available. This is a bad criterion but then the only one to go by. Test scores for each teacher were correlated with average attendance figures in his class for months of August, September and October 1969. (Months before August were not considered because all classes begin well and averages then do not mean much. Again months after October were not considered because classes are about to close and attendance may have tapered off. The three months of August to October alone were thus considered of any value in this regard.) The correlation coefficient (r) between test scores and class attendance came out to be 0.09 which is not significant. It is unrealistic to draw any conclusions from this correlation except that the Project needs to work out suitable criteria for judging a successful class and consequently for judging successful teacher performance. It seems also obvious that achievement scores of adults in literacy (reading, writing, and arithmetic) and farming (knowledge,

attitudes, skills) must enter the definition of a successful class and consequently in the definition of a successful teacher.

The question naturally arises. If half the teachers according to the test scores analysis could not possibly have performed well could we have screened them off at the selection stage? The selection scores made by the teachers included in the sample are shown in Appendixes III (a), III (b), III (c), and III (d). The correlations were worked out between selection scores and test scores — the value of 'r' was 0.38 — and between selection scores and average attendance — the value of 'r' was -0.12. Here again nothing much can be said on the basis of these correlations. They again underscore one fact: that the concept of a successful class and then of a successful teacher must be well thought out and well defined. Proper selection and appraisal procedures must be established in the Project.

A note on selection procedures employed in selecting teachers is in order here and follows.

Teacher Selection Procedures[1]

The first candidate teachers were selected in Busega in May 1968. They were given a dictation in Swahili and a comprehension test in Swahili. That was all.

The difficulties we had with the teachers in their day to day performance led us to devise a selection procedure which was much tighter.

Under the new selection procedures the teachers were first to be sponsored by Centre Committees. Local leaders were to be asked to select likely sites for classes to be held and to form class committees of at least five people each. These committees were to be in charge of the classes to be held. One of their first tasks was to ask volunteers to come forth as candidate teachers. The Project's task was to select a candidate out of those recommended, train him, and supervise him. The screening by the committee was to ensure that teachers were accepted locally.

What kind of teacher did we want? We wanted a man who was not too young, who had a sufficient knowledge of Swahili to be able to follow the training course without comprehension problems, who was alert and forward-looking. He was also to be able to express himself and have a pleasant appearance. He was

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[1] This section was written for this Report by J. P. Ryckmans, Unesco Adult Education Adviser who along with B. K. Mafuru, then a Rural Development Officer attached to the Project actually conducted teacher selections in Busega, Nansimo and Negezi pilot areas. Teacher selections in Ihangiro pilot area were conducted by Rural Development Officials in the West Lake Region but using the selection instruments developed by the Project.

to have some ideas about the main problems of his area and about what an educational programme could do to help speed up development. He was to have common sense.

Four tests/instruments were administered to candidate teachers as follows:

- A Personal Data Form (25 marks) [Appendix IV (a)]
- An Interest & General Knowledge Questionnaire (60 marks) [Appendix IV (b)]
- An Interview (30 marks) [Appendix IV (c)]
- A Swahili Dictation & Comprehension Test (45 + 40 marks) [Appendix IV (d)]

Total Marks: 200

All the acceptable candidates who had a score of at least 75 and did not have a near zero score in any single test were put in a "Recruitment Reserve". [It is not clear how weights were assigned to the various selection instruments or why (75) was considered the critical score.]

Selection was not made on the basis of the tests alone. It was felt that the Centre Committee's choice was important, and that age should be given more weight. For example, when the first candidate on the Committee's list had a score of 110 and the second had 120, the first candidate was selected for training. Age was also considered, and when scores differed little (by 10 points or 20) preference was given to older candidates.

In the first training programmes, we took only one candidate from each centre, and therefore, the range of scores of selected candidates was spread from 80 to 130.

This teacher selection procedure was applied from January 1969 onwards: in Nansimo (January), Negezi (February), Ihangiro (March), and Busega (May). The first batch of teachers from Nansimo, Negezi & Ihangiro got their training in separate courses at Bweri, Kizumbi and Gera. The trainees at Butimba were drawn from Busega and from the "Recruitment Reserve" of Negezi and Nansimo.

Some Hindsights on Teacher Selection

The four selection instruments — personal data form, questionnaire, interview schedule and dictation-comprehension test used in the selection procedures are included in the Report at Appendixes IV (a), IV (b), IV (c), and IV (d). From an examination of these instruments and from the policy statement on selections reproduced in the preceding section some points emerge which need to be noted.

Local Community Acceptance

It appears that the application of the concept of community acceptance

has been unduly restrictive and may have kept some better qualified teachers out of the selection process. Though it cannot be said with complete certainty, it is quite possible that community acceptance of a teacher actually turned out to be acceptance to the power structure at the local level. Even though the honorarium that a teacher gets is not very big it is still important cash for an individual teacher. The local leaders who were asked to recommend teachers may have liked to have this honorarium for their own boys and may have looked at the opportunity to recommend candidates as one for distribution of patronage. It seems reasonable for us to recommend that the Project should not restrict itself by "community acceptance" from the beginning. In other words, it should take all the VII grade school leavers and above in the community and give them selection tests. It should leave out a teacher only when he is unacceptable to the community. What we are recommending then is that we should approach the problem so as to take in view community rejection of a teacher and not the so-called community acceptance which restricts recruitment alternatives. Rejection may come for habitual drunkenness, or a police record.

Imprecise Selection Criteria

We have pointed out in the preceding that a proper definition of a successful class and consequently of a successful teacher is not available in the Project. It is not, therefore, suprising that the selection instruments themselves are not very sharp. In some of these instruments an assumption is made that general knowledge and awareness are desirable traits to look for in a teacher. This is not so certain because whereas general awareness and cosmopoliteness in a man may give us a better diffusion agent it may not necessarily give us an effective classroom teacher.

Again some of the criteria used in the instruments lack precision. What does it mean to be alert? How do we find out that one is more alert than another? What is forward-looking? What is pleasant appearance? What does it mean to have more common sense than another? How do we grade people on these things?

Not surprisingly, therefore, selection scores have not been a good indicator of anything else. Their correlation with test scores was 0.39 as reported elsewhere and their correlation with attendance figures was -0.12.

The same conclusions force themselves on us that a better programme focus, a better defined teacher role, establishment of criteria for a successful class and thus of a successful teacher, and lastly the need to develop better instruments of selection so that teacher performance can be

predicted to a more and lesser degree are urgently needed.

The Age Factor in Teacher Performance

The scores made by teachers first on the selection tests and then on the tests administered during this survey are presented in tables now included in the Report as Appendixes V (a), V (b), V (c), and V (d). Even a sight check of this data suggests that age is not necessarily an advantage in being a literacy teacher. Both test scores and selection scores were treated in an analysis of rank variance. The table below shows the ranks and average rank for different age groups.

TABLE II - 3

Ranking by Age with Respect to Test Scores and Selection Scores

Training Group	Score	Ranks by Age Groups				
		16 - 18 yrs.	19 - 20 yrs.	21 - 25 yrs.	26 - 30 yrs.	31 - 35 yrs.
Busega/Butimba	Test	4	1	2	3	
	Selection	2	1	3	4	
Nansimo/Bweri	Test		1	3	4	2
	Selection		1	2	4	3
Nansimo/Butimba	Test	1	2	3	4	5
	Selection	2	5	3	4	1
Negezi/Kisumbi	Test		2	3	4	1
	Selection		2	3	1	4
Negezi/Butimba	Test		3	2	1	
	Selection		1	3	2	
Gera	Test	1	2	5	3	4
	Selection	3	2	5	1	4
		13	23	37	35	24
Average Rank		2.3	1.9	3.1	2.9	3.0

No age group is significantly better than the other but age group 19 - 20 seems to be a little bit better than all others in terms of average rank. While this data again is not of a nature that a positive statement on selection policy could be made it does nonetheless suggest that being older should not be given weight in teacher selections. It might be said tentatively that after

ensuring that the teacher is not looked upon as a mere child, the younger the teacher the better.

Married versus Unmarried

It does not seem to make any difference whether a teacher is married or unmarried. The 't' test on test scores made by married and unmarried teachers from the four pilot areas gave the value of 1.27 which is less than the critical value of 1.66. (See Appendix VII.)

School Education Is Critical

Data on school education in grades is the only variable which showed a clear trend. The better the education the better was the teacher performance both on the test scores and selection scores. This is borne out by tables included in Appendixes VI (a), VI (b), VI (c), and VI (d). Again a composite analysis of rank variance in both selection scores and test scores shows a clear trend as follows:

TABLE II - 4

Ranking by School Education with Respect to
Test Scores and Selection Scores

Training Group	Score	Rank by School Education					
		IV	V	VI	VII	VIII	Above VIII
Busega/Butimba	Test			3	2	1	
	Selection			3	1	2	
Nansimo/Bweri	Test	1	5	6	4	3	2
	Selection	3.5	6	5	3.5	2	1
Nansimo/Butimba	Test		4	3	1	2	
	Selection		4	1	3	2	
Negezi/Kizumbi	Test		4	2	3	1	
	Selection		3	4	1	2	
Negezi/Butimba	Test	6	2	3.5	5	1	3.5
	Selection	5	6	4	2	1	3
Gera	Test	5	6	4	2	3	1
	Selection	6	5	3	2	4	1
		26.5	45	41.5	29.5	24	11.5
Average Rank		4.4	4.5	3.5	2.5	2.0	1.9

It thus seems reasonable to hope that a teacher with better school education will perform better in the class. VII grade seems to be a cutting point. Again, it seems reasonable to make the recommendation that teachers with lower than VII grade education should not be accepted in the Project and that where a VII grade teacher is not available it might not be useful to open any class at all.

School education also shows a correlation with class attendance figures of 0.50. While this is by no means significant it is a better correlation than any other found in the study.

Who to Select Then?

By way of concluding we may then say that we need to select our teachers from all those primary school leavers who are available in the community. We should not restrict our choice from the beginning by having candidates screened by local leadership. Teachers who are unacceptable to the community can later on be rejected. Reasons for rejection may be drunkenness, a police record or such. The younger teachers should perhaps be favoured or at least age should not be given any weight. They should have VII grade education or better and should have done well on our selection tests which themselves need to be better designed. It should not matter if a teacher is married or unmarried.

Focus on Training Content

A few important points had actually arisen when the training programme was being conducted. One was whether it would not be useful to spend most of the four weeks of training time in teaching the use of the primer. It was suggested (and hotly contested) that perhaps three weeks could be given to the teaching of how to teach from the primer and one week on what the functional literacy concept was. The other point of view was that one week was enough to teach the use of the primer because primers must have the same fixed format in each lesson so that learning to handle two or three out of every ten lessons in the primer should be enough. Indeed there is a limit to how much can be taught about using the primer before the trainees have had any chance of facing a class. Lastly, it was argued, a well rounded training including the use of audio-visual materials and communication skills necessary for dealing with adults was important. While teachers cannot indeed be the judge of training design and tell us how we should have done it, an analysis of their views on training may still give us some

useful ideas. Such an analysis has been included in the following.

One of the other points that often came up was the comparative merit of training in small groups of 30 trainees each versus training large groups of 100 or more trainees. In Butimba, since the Government decided to open urgently more classes than were then there, a course for 105 teachers was organized. The instruction was planned on a large-group-small-group basis. All the teachers together received lectures in a large group but they were given the opportunity to practice with the primer in small groups of thirty each. The impression was that the Butimba group did not get proper training and in one or two pilot areas the impression was voiced that Butimba group was on the whole disadvantaged as compared to the teachers earlier trained in smaller groups.

The Project was interested in getting some feedback on the teachers' in-service training newsletter. While no doubts had been ever expressed on the usefulness of the newsletter at any time yet the Teachers Survey provided a good opportunity to get the teachers' points of view.

Proposed Changes in Training Content and Time Allocations

How did literacy teachers experience their training? What did they get out of it that they thought was of value? Do they think that they need more help? Do they wish the training had been any different?

Thirty-seven of the 136 teachers interviewed did not think any change was necessary. All others suggested changes requesting increases in the time allocations for various units but no basic change in content.

TABLE II - 5

Time Allocations Suggested by Literacy Teachers for Various Units in the Teacher Training Syllabus

Unit Description and Time Originally Allocated to It	New Time Allocations Proposed								
	In Days			In Weeks					
	2	4	5	1	1¼	1½	2	2½	4
1. What is Work-Oriented Literacy? Pre-Class Preparations (½ Week)		1	1	43		1	8		
2. How to Work with Adults? (½ Week)		1		51		3	4		1

Unit Description and Time Originally Allocated to It	New Time Allocations Proposed								
	In Days			In Weeks					
	2	4	5	1	1¼	1½	2	2½	4
3. Work-Oriented Literacy as a Coordinated Effort. How to Get Help from Agriculture and Health Departments? (½ Week)				45		3	4		
4. Use of AV Aids Like Charts, Posters, Flannelgraphs, Newspapers, Radio (½ Week)	3		1	37	1	2	5		
5. Teaching the Primer (1 Week)					1	18	8	1	
6. Classroom Records and Student Testing (½ Week)			2	42		2	6		
7. Classroom Management (½ Week)		1	1	31			4		

As can be seen from the table above most teachers, in perspective, think the training was rather short. This in a way is true. Functional literacy is a difficult concept and it takes time even for "experts" to understand the implications of it for teaching, class organization, integration with work experience etc.

A large number of teachers have requested 100 per cent increase in time allocations for units 1, 2, 3, 4, 6 and 7. For unit 5, namely, the teaching of the primer only 18 per cent of the teachers requested 50 per cent increase in time and only 8 per cent a hundred per cent increase. This is contrary to the <u>feelings</u> of at least some of the people on the Project one of whom thought that at least three of the four weeks should be given to teaching of the primer. The teachers seem to think that they do need more on the concept (unit 1), on the total picture and interrelations (unit 3), on developing human communication skills (unit 2), and then like to learn not only the use of the primer but of other educational tools as well. Since such remarks are made 6 months after their training and after months of actual class experience they deserve more attention than if such remarks had been made immediately after their training. The possibility is that the units 2, 3, 4 did make a difference. They did help the teachers.

The Best Things Learnt

Most of the teachers (55 per cent) considered the skills of teaching and working with adults as the best things they picked up as part of their course. 1.5 per cent mentioned their understanding of the functional literacy concept. A mere .75 per cent gave any salience to learning to use a primer.

We may note also that 37.2 per cent thought the most useful thing they got out of the course was the knowledge of agriculture. The agriculture taught in the course consisted in agricultural content in the primer and six hours of teaching of substantive agriculture as a background to the minimum of verbal statements included in the primer. That so many should give such salience to agricultural knowledge points to the very low knowledge of agriculture among rural communities and even among literacy teachers.

All but 6 of the 136 teachers want further training. These six are contented or would want to have more training only if any changes in the programme are planned.

Some 10 out of the 136 prefer training by the newsletter alone. They want to avoid the refresher courses which would mean staying away from home, or neglecting work around the house or having to leave their families alone.

All others would want training through refresher courses. Infact these teachers point out, directly or indirectly, that the two approaches, the newsletter and the refresher course, are complementary. They find no substitute for a refresher course where you can seek clarifications, ask questions, are able to concentrate fully on the training away from the cares and disruptions of life at home. Understandings are improved by sharing experiences when teachers come together in groups at refresher courses. There are certain things that cannot be learnt without personal guidance and the training centres provide resources like books and reference materials that teachers can never lay hands on in villages. In any case the distribution of newsletters is uncertain and wayward and one cannot always understand the newsletters left to oneself. Lastly, newsletters would take a long time to deliver information that could be done in shorter time during a refresher course. All this the teachers have said.

Kufundisha Watu Wazima:
In-Service Training Newsletter

Periods of training for literacy teachers are proverbially short. Nobody prepares himself for the career of a literacy teacher, as do overseers, accountants, typists, and indeed primary school teachers. For literacy teaching some people are snared as volunteers and then given some sort

of training. Since these volunteers are seldom whole-time they cannot come for training for long times of training sessions.[2] It is next to impossible to get voluntary teachers for more than a few weeks of training when all that awaits them is 30 shillings a month of honorarium for a few months in a year.[3] To match, adult education and literacy bureaus are often poorly provided. Both the teachers and their trainers are in a hurry. It is seldom that a literacy teachers training programme is longer than a month.

In the circumstances an arrangement for some kind of on-the-job training should become necessary. What is necessary is of course not always obvious and in-service training programmes are an exception rather than the rule. Most of the time on-the-job training is left to be taken care of by the non-existing supervision system. An in-service training component was built into the teacher training strategy of the Tansanian pilot project. Part of the job was left to the supervisors, as indeed it must be. An Inspection Report Form was designed and individual conferences between teachers and supervisors were suggested. However, a more formal in-service training component was also considered. It was found that in view of the low level of available technology and the weakness of the infrastructure of communications a series of packaged refresher courses put on filmstrips and tapes were not practical. It would not have been possible to produce them either on urgent basis responding to local needs as they arose. The elimination of various possibilities left us with a duplicated newsletter.

Kufundisha Watu Wazima (Teaching Adults) an 8-page, monthly newsletter in Kiswahili was designed to serve training needs. The format of the newsletter was: one important training theme as the essential part of the newsletter, followed by news of interest to teachers, teachers correspondence, and progress reports on the project's various aspects. The first issue of the newsletter appeared in May 1969 — the time when some classes first began in

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[2] A programme for farmers training was established in Literacy House, Lucknow in 1968. It was residential course and was to last for 6 months in which the farmers would learn how to read and write, some basic ingredients of computation and enough of agricultural and animal hubandry skills relevant to the areas they came from. We realized that the few farmers that came (recruitment was a very difficult job, and village leaders gave us some students as a favour) actually looked at the whole thing as a job where they got free board and lodging and some 20 shillings of pocket allowance. And since some looked at it as a job they resented the disciplines to which they were subjected as adult learners in a resindial course.

[3] More come for short courses for being able to see a new place, to eat well for a few weeks, or to enjoy the status of having attended a course of some kind especially when they had nothing much to do where they were.

all the four regions. Until December 1969 seven issues[4] of the newsletter had been written, duplicated and distributed.

As part of the Teachers Survey we tried to find out: (1) Whether the newsletter was getting to the teachers for whom it was written? (2) If they liked it and would like to continue getting it? and (3) Whether they understood it and, therefore, profited from it?

Was It Received?

Before a message, written or oral, can be liked, understood, accepted or rejected it must be received. And yet we sometimes seem to think that whatever has been sent must have been received. As the following figures would show the distribution of the newsletter had not been effective. The 136 literacy teachers interviewed had received the various issues as follows: May Issue 100, July Issue 109, August Issue 96, September Issue 78, and October - November Combined Issue 61.

Not all the teachers were getting the newsletter and sometimes as few as 45 per cent of them got hold of an issue. This is indeed a serious matter for a newsletter that seeks to provide in-service training to its teachers.

The data confirms the general impression got from field that the newsletters do not get to those for whom they are intended. It is not possible to send the newsletters to all the teachers by name. There are no home deliveries of post in East Africa. Letters must be sent by post office box numbers. Not all can afford to have their private boxes nor are there any post office box numbers to have in all the places. Letters may be received through the church or cooperative officials or the school. All this makes deliveries uncertain.

The newsletters are, therefore, distributed through the government channels: the bundle is sent to the regional rural development officer who sends it to the district officer who then sends it to the RDA incharge who distributes them to the various RDA's working with him who in turn distribute

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[4]The various issues were first written in English and then translated in Kiswahili. The issues were distributed to teachers and others interested field workers. English versionswere not distributed nor are available for distribution yet. The first seven titles were: (1) Let Us Make a Good Start, (2) Setting an Example for Our Adult Learners, (3) How to Use Rural Newspapers in Adult Literacy Classes? (4) What Does It Mean to Read? (5) When to Drill and How to Drill Well for Reading in Adult Classes? (6 - 7) What Is Work-Oriented Literacy — I, II? As the titles might suggest the editor picked up issues which, during his field visits, he found the teachers needed most help on.

the newsletters among the teachers. Here is many a slip between the cup and the lip as it is easy to see. Sometimes more copies get distributed in the regional block than were intended. Many more are gone in the office of the RDA incharge. People like to have a copy where perhaps getting any communication from government sources is status. Some teachers do not get the teachers newsletter but some adult learners do.

General Impressions of Usefulness

Most of the 136 teachers who were questioned found Kufundisha Watu Wazima generally useful and educative. Of these, 16 specially emphasised its reminding function. The newsletter reminded them of the ideas and things they had learnt at the training courses. Another 16 pointed to its role in discussing specific classroom issues and problems which had already been experienced now in classes. Another 8 teachers pointed up its role in informing teachers of other teachers and of the progress in the different pilot areas.

While 3 teachers did not think it was any use (because one of them found it too difficult to read, and the other two found it merely repeating things they had — indeed! — already learnt) there were other 8 who confused it with the village newspapers issued by the Project.[5] Four of these 8, therefore, praised it for doing a good job of teaching agriculture! One praised it for encouraging the pupils and one found it hard to teach it to the pupils — a use never intended for the newsletter that was instituted to provide in-service training to teachers.

There were a few suggestions for improvement. One very practical soul only requested regular and effective distribution. One requested more frequent publication — thrice a week! One suggested including puzzles to make the newsletter more absorbing and one asked for more on the methods of teaching.

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[5]Adult learners must as soon as possible be brought in touch with community sources of information. However, usual newspapers available are written at too high a level of readability and talk of things remote to the lives of the people in the villages. Rural newspapers are, therefore, considered an important part of a well planned literacy project. Rural newspapers of this kind are generally one or two duplicated sheets written in controlled vocabulary, giving news of the community and of most immediate political and social environment and preferally written by the adult learners in classes themselves. These rural newspapers are not only more relevant and easier to understand but they also put adult learners in the habit of reading newspapers and put them through the transition from illiteracy to use of community sources of information. One rural newspaper has been planned for each of the pilot area: namely, Habari za Busega, Habari za Nansimo, Habari za Negezi and Habari za Ihangiro.

Will They Buy It?

If they found it generaly so good, would they buy it — for 10 cents? This question had in fact been asked as part of the interview. Out of 136 five did not respond to the question. Of the 131 who responded only three would not buy it. Another 4 qualified their answers with regard to purchasing it: one would buy if he had money; three would buy but would prefer free distribution as at present. One was ready to buy it even if it was 20 cents.

Readability Level

We know enough today about linguistics and communication to control readability levels of materials designed for those with lower educational backgrounds. However, no readability control of a formal kind was possible to apply to this material. Not only that no readability formulas or word lists have been designed in Kiswahili[6] but also no staff had been available in this Project to undertake this work. The responses of teachers with regard to the difficulty level of materials are given below:

Too Difficult	1	.8%
Difficult in Parts	15	11.4%
Not Difficult	28	21.3%
Quite Easy	87	66.5%
	131	100 %

To another related question on the understandability of the newsletter ten of the teachers answered that they did not understand it; six that they did not "quite understand it". These responses tally very well with those above.

It may appear from the preceding that all is perhaps well with Kufundisha Watu Wazima: it is liked, it is understood, and it is useful. Judging from other information available through the "Literacy Knowledge Test" administered to teachers it appears, however, that the responses on understanding may be a little optimistic. Reading material in the professional category is difficult to read and it may be difficult indeed for teachers with very low educational levels and reading skills.[7] The Literacy Know-

[6] Marian Halvorson, Literacy Consultant for Africa, of the Committee on World Literacy and Christian Literature has, what she called, some crude lists of most used words but they are unlikely to be published until more work has been done on them.

[7] In Kizumbi, Negezi the class had selected as their leader, a man who when it came time to graduate and to present a report to the visiting guest, an Administrative Secretary, felt embarrassed a lot. He found that he could not read fluently the report written in Kiswahili composed for him with the assistance of one of the instructors. His colleagues were quite sure he could not read it (which was true) and he understood it too so that he grudgingly surrendered the honour of reading the report to someone who could read!

ledge Test included an item, namely:

READ THE FOLLOWING AND THEN ANSWER THE QUESTIONS AT THE END

In the beginning of our work in literacy classes the adults in our classes are yet unable to read and write. They cannot take the rural newspaper home and read it. Somebody has to read it to them and even explain what it means. The teacher has to read it to them. When adults have learnt to read they will probably buy a copy of their own and read it on their own time in their leisure. At that time reading the newspaper in the class will be unnecessary. Only discussion of chosen items will be carried out in classes. Reading will be done at home, discussion will be done in classes.

(a) What two different uses of rural newspapers are discussed above?

(b) In the beginning literacy classes, the teacher should read the rural newspaper to adults because _____ _____.

(c) When adult learners have learnt to read and write the teacher should only _____.

(d) When can the reading of the newspaper be done at home?[8]

The responses to this item were scored as: Answered Correct 3 (2.3%); Answered Partially Correct 102 (77.2%); and Answered Wrongly 27 (20.5%).

The item was picked up from one of the newsletters and dealt with a thing they are supposed to be using in their classes every month ... If any conclusion can be drawn from it at all it is: that left to themselves teachers may be able "read" the Kufundisha Watu Wazima but they are unable, part of the times, to cope with the concepts included therein.

Recommendations on the Newsletter

The following recommendations can be made to the Project: (1) Teachers In-Service Newsletter should be taken more seriously and suitable staff resources committed to it. It should not be considered a "translation" job for one of the Project personnel but a professional job to be done by a suitably qualified trainer-cum-editor. Once staff resources are made available readabilty controls of some sort can be introduced. Also programmed format (self-instructional techniques) can be introduced and experimented with, again, if staff is available and once it is seen as a whole-time job with possibilities and potential.

(2) To ensure both proper distribution and proper understanding, Kufundisha Watu Wazima should not be merely distributed but "administered and distributed". That is, it should be presented to a group of teachers every

[8] See item 20 in the Literacy Knowledge Test [Appendix I (b)]. The item was presented to teachers in Kiswahili translation. The paragraph had been picked up without change from the Teachers' Newsletter issue of July 1969: "How to Use Rural Newspapers in Adult Literacy Classes?"

month at their monthly meetings. This should be done by the RDA incharge of those teachers in a discussion group situation where the newsletter is read, discussed and then distributed to participant teachers. It will thus also be ensured that RDA's also read it — in our field visits we found that some did not!

(3) The present format of the Kufundisha Watu Wazima should be zealously guarded. It should not become chatty, newsy, and useless. It must keep on giving substantive methodological articles, and specific training themes of immediate relevance to the day to day work of literacy teachers and adult education workers.

What Needs to Be Strengthened in Teachers Training?

An item analysis of test items was made to see what questions were handled well or what were handled badly by most. The items analysis tables are placed in the Report as Appendix VIII.

When items or content areas are pointed up here for strengthening it should not follow that they should be strengthened within the duration of the training course. Some of their training content may be handled through the newsletter; some through programmed materials that teachers may be given as part of their training on the job; some of it may be handled in individual conferences with teachers after supervision tours by supervisors or Project staff.

The concept of functional literacy and its implications for the day to day work of the teacher particularly with regard to teacher's teaming up with the agricultural extension worker is not as well understood as it should be. Most teachers do not understand the motivational role of proper information and understanding of the objectives of a programme and probably feel helpless in explaining it to adult learners.

The general impression runs all through that teachers do not always understand the "Why" of the various things they might be doing. They do not understand why certain things happen in the class? They cannot, that is, diagnose instructional problems. In teaching the primer itself they do not understand why they are doing at a particular step in a particular lesson whatever they are doing. It has been seen in supervision trips that some teachers are so anxious in doing what they have been drilled on and on to do that they do not even stop to receive the learners' responses and do not revise their own instructional behaviour to suit the response made by a particular learner.

The use of audio-visual aids, especially of community resources like the radio that are, fortunately, already available must be strengthened. It is clear that some of the teachers do not know quite well how to use the chalk-board and cannot teach from the pictures included in the primer or provided as posters for display on the flannelgraph. The level of sensitivity is so low that most do not even know what things can be learnt about a class from the classroom attendance registers they fill columns of every day!

Lot of good cotton husbandry is arithmetic. Not only spraying solutions have to be prepared in proper volumes, quantities of fertlizers measured, and tie-ridges put at proper distances, but also cotton has to be marketted. That is where money is lost or made. Simple arithmetic, therefore, must be taught to all adult learners. However, it is a pity that most of the teachers themselves are unable to handle simple arithmetical problems. More than half could not handle simple multiplications. Few could compute the amount a farmer would receive for a certain load of cotton. The time-and-work problem was handled correctly by more people than any other problem was but this perhaps because they may be dealing with such situations in their daily lives and may have developed their own strategies in handling these computations.

Again the picture literacy of the teachers themselves is low. While most of them understood the pie chart, the family tree chart was not understood too often and the relationship between two visuals in juxtaposition was not understood either. (This may be due to the fact that both of the visuals had been taken from the primer and since the teachers had learnt to look at them as two, their mental set did not let them make the connection which they otherwise might have made.) The visual perspective was not coped with 75% of the time and there were quite a few failures in interpreting the six eggs placed one after the other. The message is clear that visual strategies and conventions must be taught to teachers as a separate aspect. Otherwise it would be unrealistic to imagine that teachers will teach well from materials which depend heavily on illustrations.

Some General Ideas

A review of the section suggests some ideas about the training content and training strategies that could be usefully employed in the forthcoming courses.

It seems that the essential format of the training courses need not be disturbed expect for some minor reallocations in timings. The duration of "4 weeks" may also stay since it is not practical to commit more resources to training and make it longer. Also there are certain things which cannot be taught until teachers have had some actual experience in handling a literacy class.

Some educational technology must be brought to bear on the problem both of teacher training and adults teaching. In the area of teacher training some film-based simulations of literacy teaching seem eminently suitable. Simulations will provide better practice with the primer than teachers are now getting when a teacher-trainee teaches and the others play the class.

It is also clear that large-group training is practical and feasible. The 350 teachers needed for the next teaching cycle in 1970 - 1971 can be trained in about three large groups. What is needed is the minimum of technical facilities — a public address system, for instance, so that every one can hear what is being said; and a minimum trainer staff that can handle small-group instruction and discussion sessions.

III. LITERACY TEACHERS IN LEADER ROLES

Data was collected under four different general heads to build a picture of the leadership roles the teachers might be assuming in the pilot areas. The first set of questions were clustered around the level and quality of the teachers' morale. Another set of questions were organized around the teachers' possible promotion on the leadership dimension. Questions were also included on the teachers use of money to see how they spent their money and whether they spent anything on consuming information or buying modernization items. Lastly, a question was asked about why learners dropped out and why teachers dropped out of the programme.

A Note on Teachers' Morale

A high level of morale is good among the army as well as among field workers. Confrontation at the front line with the peoples for whom field programmes have been designed provides hard lesson. If the clients of functional literacy or community development do not want help it is hard to keep up genuine optimism — though a facade may yet be kept up. It is thus useful to find out what the level of morale is of workers in a field programme and also whether that morale is genuine or synthetic — put-on, that is.

An attempt in this direction was made while conducting the Teachers' Survey. How are our voluntary literacy teachers feeling about the programme? Do they think it is succeeding? Do they think people are interested in it? What has the programme done to the teachers personally? Would they stay with it? Would they leave?

One hundred and twenty-five of the 136 teachers saw the programme succeeding. This means that only a minority of some 8 per cent see it not succeeding. That indeed is quite optimistic much more so than the Project personnel would allow themselves to be. But for the time being our interest is in how teachers perceive the programme. The following tabulation shows how the teachers see the local functionaries' interests or disinterest in the programme.

TABLE III - 1

Are Local Functionaries Interested in the Programme?
(As Seen by the Literacy Teachers)

	Adult Learners	RDA Staff	Agriculture Staff	Tanu Cadres	Church	Village Leaders	Primary Schools
INTERESTED	126	116	101	108	86	126	98
	92.6%	85.2%	74.4%	79.2%	63.0%	86.6%	71.8%
NOT INTERESTED	10	20	35	28	50	14	38
	7.4%	14.8%	25.6%	20.8%	37.0%	13.4%	28.2%

It may well be said that the data related to "Not Interested" response is more significant than that related to "Interested" response."Interested" is a safe response and requires little effort. On the other hand "Not Interested" response requires to be constructed and invites commitment.

A lack of interest of the Church is mentioned 37% of the times — that is, 37 per cent of the teachers see church being disinterested. This is followed by Primary schools, agricultural staff, Tanu, and RDA staff itself. Learners' disinterest, here, is mentioned only by 7.4 per cent of the teachers. This last figure is surprising in view of other data available on class attendance. It seems that these remarks relate only to those learners who stayed behind and not to all those who enrolled!

The Church we may notice has not been invited to participate formally by the Project. Their only association has been in the form of sometimes serving on the Centre Literacy Committees or sometimes providing places for literacy classes to meet. Primary schools have shown little interest except that some primary school teachers (since we allowed them to claim the 30 shilling honorarium) offered to teach classes. Otherwise primary schools have been inward looking engaged with their own problems. It will have to be seen how they meet the new challenge imposed on them under the new policy of the Government of Tanzania whereby all school in the country will have to take the responsibility of not only teaching the young but also of training the adult citizen.

In point of fact the most unfortunate thing is the statistic about the disinterestedness of the agriculture staff. 25.6% of the teachers

interviewed saw them as disinterested. This is indeed so.[1] That RDA staff, directly responsible for administering and supervising the programme in the field should be more disinterested than the local leaders is again a sad commentary on the programme.

The Personal Angle

What have been the advantages or disadvantages to respondents of becoming literacy teachers on the Project? It is instructive to note that about one-fifth of the teachers mentioned a disadvantage or a grouse — the price they have paid for being literacy teachers. The other 4/5th (108 teachers) found the experience to their advantage. A total of 181 responses made by them are organized below:

TABLE III - 2

Personal Advantages of Being
a Voluntary Literacy Teacher

Advantage	Times Mentioned	Per Cent of Total Responses	
Knowledge			
Increase of Knowledge	40	22.1	
Self-Education	9	5.0	
Encouragement to Read More	1	.5	
Increase of Knowledge in Agriculture	47	26.0	
			53.6
Teaching/Interpersonal Skills			
Experience of Teaching	8	4.5	
Learning to Deal with Adults	2	1.0	
			5.5
Achievement Satisfactions			
Happiness of Achieving	1	.5	
Satisfaction of Helping People	2	1.0	
			1.5

[1] Agriculture is the other half, the better half if we may say, of a functional literacy programme. If no agriculture demonstrations are organized for learners on the farms or class shambas their knowledge of new agricultural practices will remain verbal and their acceptance of new practices certainly minimal.

Advantage	Times Mentioned	Per Cent of Total Responses	
Material Rewards			
Picked Up Money	19	10.5	
Acquired Better Standard of Life	1	.5	
			11.0
Leadership Dimension			
Acquired Prestige and Respect	12	6.5	
Acquired Popularity	6	3.2	
Gained Pride in Self	2	1.0	
Acquired Friendships	3	1.5	
Gained Cooperation of Local Leaders/Officials	14	7.5	
Acquired Formal Leadership Positions	3	1.5	
Gained No Advantage	10	5.5	
Learnt About Socialism	1	.5	
	181		27.2

Three points may be made on the basis of responses organized in the tabulation above.

First, the material rewards are never far away from the minds of the teachers. Even though these are montioned only 11 per cent of the time we must remember that being money-minded is not a socially acceptable response for the youth of socialist Tanzania. Thirty shillings a month is perhaps nothing in absolute terms but to these VII graders in rural areas this money provides some minimal satisfactions.

Second, that teachers do see the contribution that being a teacher makes toward their shaping into a community leader. While the advantages related directly to the leadership dimension are mentioned 27.2 per cent of the times as a matter of fact a leadership concern runs through the whole table. Interpersonal skills are a tool of leadership; achievement satisfactions one of the rewards that leaders get in their leadership roles. Lastly, knowledge is in fact also a leadership pre-requisite. There is no such thing as leadership without knowledge. Even traditional and ceremonial leadership roles require greater knowledge in the leader as compared to others in the community — even though that knowledge is of traditional, ceremonial or magical nature. In fact we can say that

material rewards were mentioned 11 per cent of the time and leadership-oriented advantages 89 per cent of the time.

This does not mean that money does not matter. It does matter; only it is too little. However, the advantages of leadership are different and available without cost to anybody. Also they are in the process domain — education, interpersonal skills. And while only 3 acquired actual and formal leadership in the community like secretaryship of the Finance Committee or something, they all seem to be headed somewhere.

Third, the advantage of learning agricultural knowledge is mentioned most times and some of the responses in the general knowledge category may have fallen in this category if those responses had been made more specific. Does it mean that the Project is seen as agricultural and that the agricultural component is getting through to teachers and learners? Such a conclusion would be unwarranted. The teachers responses mean perhaps two things: (i) that they have acquired some verbal knowledge in cotton farming and (ii) that before coming on the Project they did not possess even as much verbal knowledge as has been contained in the Primer. Considering that the agricultural knowledge included in the Primer can be summarised in a set of few statements this is an indication of the low level of agricultural knowledge in the communities in which we are working. This conclusion is supported also by other research.[2]

The Cost of Being a Teacher

Talking of disadvantages of being a literacy teacher six teachers expressed dissatisfactions at missing their allowances or getting the honorarium so late most of the time. This is more of a grouse than a disadvantage. Another six resented the waste of time and the discouragement that comes from poor attendance and from having to wait long periods of time for pupils to turn up. Eleven referred to the neglect of work at home — getting too little for too much given. Thanks to being a literacy teacher and the jobs that had to be done one sold his cotton late and got 50 cents for a lb. when he could have got 52 cents for a lb. if he had sold in time. And one lost money because he could not pick up his cotton in time in the first place. Another teacher, on return to his village from training, found his sweet potatoes eaten by wild pigs — that is what he started with on his teaching career. One teacher was spending money and time in reaching the

[2] See J. D. Heijnen, "Primary Education and Proposed Agricultural Experiment in Mwanza District", (Research Paper No. 6) Dar-es-Salaam University College, Bureau of Resource Assessment and Land Use Planning (August, 1969), Page 14.

class site and another was simply exhausting himself physically having five miles to walk to reach his class and then return home walking another five. One teacher thought that by being a teacher he had created unnecessary enmity with adults in the village. And one regretted the loss of leisure in this new enterprise.

Yet when asked the question: Will you teach again in May, 1970 if asked to, 133 said yes, only 3 said no.

We see then that most teachers see the programme succeeding; only 8 per cent see it not succeeding. More teachers see learners and the community interested; fewer see them disinterested. More of the teachers see themselves as having benefitted from the programme and fewer seem to have experienced its disadvantages. Most of the advantages are in the leadership area — improvement in knowledge; better interpersonal skills; rise in status, prestige, and influence (often called cooperation). Money is also mentioned. Irrespective of these grouses — delayed honoraria, uncertainties of being able to keep a class going, disappointments of ruined classes they would like to stay with the programme. Literacy teachers are a captive group — if adult learners are not. Not that they love the programme, and necessarily want to give it their best but because there are no alternatives. So they stay and make the best of their captivity: they want to make a little more money and want it more regularly; and they want to be accepted in the community as somebody. They want to arrive.

Literacy Teachers as Leaders in the Making

There is some support for making the statement that once a person in a small village community has been selected as a voluntary literacy teacher he gains on the leadership dimension. He may still be one among equals but he is a special one.

Leadership is a difficult concept and is often defined as a process. It is seen to emerge in different people in different situations rather than as a permanent attribute of some one. However, there is still merit in a simple-minded look at what teachers do and whether they being teachers increases the possibilities of their assuming leadership roles. As we have said above the data points to the fact that they are making gains in this regard.

First, they are addressed almost as a rule as Mwalimu (Teacher). All the 129 who responded to this question said they were addressed as "Teacher". Some 5, were in addition, and alternatively, called Balozi (Ten Cell Leader); 1 was called Karani (Clerk), 2 Secretary, 1 Mtaalamu wa Kilimo (Agriculture Expert), 1 Halmashauri (Counsellor), etc. The address as Mwalimu was not

confined to the classroom but was used outside of the classroom as well in case of at least 66 teachers.

Invitations of Honour

Teachers seem to have gotten during the last six months invitations that do not go to any and all VII graders in the community. Also these were invitations that did not come to them as a matter of course but such that teachers considered an honour.

TABLE III - 3

Invitations Received From the Community by Voluntary Literacy Teachers That They Consider an Honour

Description of Invitation or Honour	Number of Times Mentioned
Wedding Parties	63
Meetings of Various Kinds	19
Christmas Celebrations or Idd Celebrations	10
Pombe Parties	5
Saba Saba Day Festivities	4
Primary School Meetings	3
Adult Education Functions	2
Farewell Parties	2
Tea Parties	2
To Settle Disputes	2
Luncheons	1
Formal Invitations	1
Inaugurations of Feasts	1
As a Court Elder	1
Cooperative Meetings	1
Visits to Farms	1
Republic Day Celebration	1
Tanu Meetings	1
Muslim Festivals	1
Birthdays	1
Total	122

Maybe 122 invitations between 130 teachers in about six months is not much. We must also remember that we used the criteria of "community acceptance" in teacher selection and these teachers might have been getting such invitations before they became teachers. But it is important to see that teachers themselves see it as an honour to have been invited to these places, occasions, and events.

Formal Membership of Groups and Societies

Teachers mentioned the fact of having acquired the following memberships during 1969.

TABLE III - 4

Memberships Acquired by Voluntary Literacy Teachers during 1969

Memberships	In Numbers Acquired
Tanu	5
Village Adult Education Committees	4
TYL	2
Ujamaa Village Committees	2
Wapima Society/Bapima Clubs	2
Primary School Committees	1
Tapa	1
Religious Committees	1
Regional Development Committees	1
Nyanza Cooperative Union	1
Ten Cell Leaders	1
	21

Here again it is not known whether these memberships were acquired before becoming teachers or after becoming teachers. Since "community acceptance" was one of the criteria for selection their being holders of these memberships may have made it possible for them to be selected as teachers rather than the other way around. Then only 21 memberships have been acquired by 130 teachers. But we may note that leadership positions are not in an unlimited supply in the villages and these memberships may be constituting important cases of turnover that favoured the teachers.

Self-Perceptions of Teachers

Leaving aside for some time how people saw them and what honours they were given and what memberships they earned it would be interesting to see the teachers' self-perceptions. When asked the question if they would accompany a villager to the Executive Officer to explain, or present a case only 2 of the 128 said that they would not. Thirty of these 126 teachers had in fact been asked to do that.

Also, these teachers are now sought for discussing various things of importance to the community. In the end, therefore, we present a listing of the various topics that were the subject of discussion between the teachers and people in the village.

TABLE III - 5

Topics of Informal Discussions Between Teachers and Others

Topics Discussed	Number of Times Discussed	Per Cent of Times Discussed
Educational Matters		
Adult Literacy	38	
Opening Literacy Classes	6	
Literacy Attendance	10	
Farm Classes	1	
Refresher Courses	1	
Building a School	1	
Building Teachers' Quarters	1	
Primary School Leavers Problem	2	
Sitting for Examinations	1	
About Newspapers	2	
	63	35.2
Socio-Political Matters		
Politics	3	
Economic Development	1	
Rural Socialism	1	
Ujamaa Villages	8	
Tanu	1	
How to Make Speeches	1	
Clans and Tribes	1	
	16	9.0

Topics Discussed	Number of Times Discussed	Per Cent of Times Discussed
Topics Related with Farming		
Agriculture	48	
Spraying Insecticides	1	
Fertilizers	1	
Shortage of Rain	3	
Water Supply	2	
Raising Cattle	2	
Poultry Farm	3	
Famine	5	
	65	36.3
Trade / Commerce		
Banking	4	
Business	2	
Taxation	2	
Shopping	1	
	9	5.0
Communication		
Road Construction	2	
Transportation	1	
	3	1.7
Health and Nutrition		
Hospitals	1	
Domestic Science	2	
Diet	1	
Latrines	2	
	6	3.3
Miscellaneous		
Wild Animals	1	
Weddings	6	
Sports	2	
Fiancee	1	
Questions of Colour	1	
Folk Tales	1	
Various Local Matters	5	
	17	9.5

As can be seen from the above table educational and farming matters are the most discussed topics which is expected. Also discussed are many other points which though not discussed so often are important affairs.

Things Teachers Buy

Development workers, as indeed functional literacy workers, should be interested in all resources available in a community selected for accelerated planned socio-economic change. Family incomes is one such resource of a community. There are things money can buy — food, farming implements, insecticides, better huts, health, education and the right to belong to a union or a party cell. On the other hand money can go up in smoke in drink parties, funeral feasts and various versions of the potlatch.

Patterns of spending money in a community, however small the family incomes, are worth an examination. Things men select to surround themselves with, after urgent satisfactions of the stomach have been obtained are important indeed.

It is alleged that some of the increase in cotton production in Sukumaland has come about at the cost of food crops that cotton[3] farmers used to grow before for their families. As a result farming families have less to eat and they have adjusted to lower intakes of food. At the same time the money from cotton has not been put to generative and productive uses but has gone mostly in drinking.

It is hard to prove or disprove the assertion — or at least go beyond it — without empirical data on incomes and expenditures, and on levels of consumption based perhaps on physical indicators of levels of living. That indeed is an important job waiting for economists. In the meanwhile some relevant data has been collected from the communities in the four pilot

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[3] Rene Dumont and Marcel Mazoyer state in "Julius Nyerere Stresses Tanzanian Socialism by the Arusha Declaration", (Chapter VI), Développement et Socialismes, Paris: Le Seuil, 1969 that "Between 1960 - 62 and 1966 while crops in the commercialized sector grew 7.4% a year those of the subsistence sector were growing by only 2.2%. Population, reaching about 12.5 million in 1968, was growing by 2.8%".

areas and is now under analysis.[4] When results are available from this study we may get some ideas on farmers' attitudes towards money and the actual uses they put their money to.

It has been a persistent, though not so visible, bias of the teacher training effort in the Project that teacher training should deliver an incidental effect — a serendipity — in the form of leadership training of teachers. Consequently, it was hoped that literacy teachers should establish among their learners good habits of spending money.

But, first, what were the teachers' own habits of spending money? What things did they like to surround themselves with? The following question was, therefore, asked from each of the 136 teachers covered in the Teachers Survey: "Other than food what have you bought during the last six months that you think has been useful?" The total of 247 responses (a teacher

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[4]This data has been collected in an evaluation study conducted under the direction of Dr. A. J. Wichers, Evaluation Specialist with the UNDP/ Tanzania Work-Oriented Adult Literacy Pilot Project and is in two parts: (1) A General Questionnaire administered to a sample of just over 600 men and women in the communities in the 4 pilot areas — both adult learners in the classes and non-learners, that is, those who did not enrol in the first place; and (2) A Local Leaders Questionnaire administered to a sample of 125 local leaders — primary school teachers, ten cell leaders, executive officers, and other more traditional leaders in the communities.

The questions included in the General Questionnaire on the use of money for adult learners and non-learners are: What do you think are the best ways of spending money? How high, do you think, would cattle come up in most peoples' estimations? What do you think of spending money on the education of (i) boys, and (ii) girls? How many standards of education do you think (i) a boy should go through? and (ii) a girl should go through? What do you think about dowry of educated girls? Will the custom of payment of dowries remain ten years from now? Will an educated girl in the future accept that a dowry is paid for her? Are men and women equally able to decide about spending money? Will this existing structure of decisionmaking about spending money continue? Will an educated wife accept that she has little to say in the matter of spending money? Could you mention items of ill-spending of money? What part of their money incomes do you estimate that people spend badly?

The questions included in the Local Leaders Questionnaire were fewer and as follow: What are the most popular items that (i) men will buy and (ii) that women will buy? What would be the best way for people to spend their money? Give some examples of ill-spending of money. How could peoples' habits of spending money be improved? What could people of your profession do to improve ways of spending money?

was allowed to make more than one response) are listed below from most mentioned to the least mentioned items.

TABLE III - 6

Important Things (Other Than Food) Purchased by Literacy Teachers During Six Months from June to November, 1969

Category / Item	Percentage of Times the Purchase Was Mentioned	
Clothes and Shoes		39.6
Clothes for Family and Self	20.4	
Dresses	.8	
Trousers	4.0	
Shirts	4.8	
Headgear	.8	
Shoes	8.8	
Nothing in Particular		9.2
Cattle		7.6
Cattle	2.8	
Goats	3.6	
Poultry for Raising	1.2	
Consumer Goods		7.6
Soap	4.4	
Polish	.4	
Paraffine	2.4	
Cigarettes	.4	
Things for the Home		6.4
Beds and Mattresses	1.2	
Cupboards	1.2	
Utensils	2.4	
Bed Sheets	1.6	
Items of Modernization		6.4
Bicycles	2.8	
Major Bicycle Repairs	.8	
Watches	2.0	
Fountain Pens	.8	

Category / Item	Percentage of Times the Purchase Was Mentioned	
Agricultural Supplies and and Inputs		6.0
Hired Labour for Shamba	2.0	
Ploughs / Hoes	2.0	
Tractor Hire	.8	
Insecticides	.4	
Bought a Shamba	.4	
Bought a Fishnet	.4	
Information Related Items		4.4
Radio	1.6	
Newspapers	2.4	
Books	.4	
Education		4.0
School Fees	3.2	
School Uniforms	.8	
Housing		2.4
Built a House	.4	
Bought a House	.4	
Repaired a House	.4	
Bought Corrugated Iron	.4	
Bought Cement	.4	
Bought Timber	.4	
Health		2.4
Hospital Fees	1.6	
Medicines	.8	
Luxuries		1.6
Suitcase	.4	
Umbrella	.4	
Torch	.4	
Sunglasses	.4	
Bride Price		.8
Tanu Fees		.4

It may be worth remembering that the Project paid each of these literacy teacher nothing more than 180 shillings in those five to six months. Therefore, not all those things mentioned in the list above would have been bought with the honorarium -- a bicycle costs twice as much as 180 and a radio costs, again, a much bigger amount of money. The only thing that could be said is that this money at least may have released other money in the family and thus may have contributed to the event of these things being purchased.

The list again presents only the number of times an item was mentioned. The amount of money spent on various items will give a different picture. It might be that items of modernization, in fact, absorbed most money followed by clothing, cattle, agricultural supplies and the rest.

Since the items mentioned as items of modernization in the list cost so much more than 180 shillings -- the total any teacher made from the Project -- it is reasonable to imagine that teachers spend this meagre allowance on clothes and shoes. This is also borne out by observation in the field. Teachers, one may find during his field visits, are comparatively better dressed than all those around in their classes. (Sometimes a few learners are also well dressed but they are few and far between.) Shoes may really have been purchased 22 times as mentioned. Some teachers when they came for their training to the training courses came without shoes, barefooted. In a later newsletter (June 1969) they were encouraged to set an example by buying shoes (not pombe), for shoes, it was pointed out, were a health measure against hookworm in addition to being a comfort. Also they protected one against thorns, and stones.

Though data is both indirect and insufficient there is still scope for making the statement that the emphasis even in this part of the analysis points towards "dressing up for the role" as a member of the reference group which in this case is the boy who got a job in the city or the executive officer in the village who made good in life. This again should be considered a usual phenomenon and one that has been witnessed elsewhere in Tanzania and elsewhere in underdeveloped countries. One has to look at the students from higher secondary schools and university colleges in East Africa or Asia standing alongside of their parents.

Implications for Programme Planning

What implications do we have here for our own programme in Tanzania? On the basis of the data presented not much can be said with confidence. What is presented below is then suggested rather than supported by the data.

We should continue to expect that teacher should in their communities set standards of behaviour, including spending behaviour; but one must have money to be able to spend it well.[5] If then any programme on uses of money is to be established (and the indications from observations and from literature are that such a programme should be established) it should be directed towards those people in the community that have enough incomes from cotton crops. Even if we cannot get them into literacy classes, we must organize for them general adult education programmes. (Functional literacy concept we might remind ourselves does not ask us not to get into these programme areas but enjoins upon us that the whole community and its problems should be seen as parts of a total system.)

A programme on management of money should preferably be established in cooperation with cooperatives department who already have a similarly oriented programme called the "Basic Economy Course". Primarily it should include ideas on why and how money was invented; what the banks are and what they do for you and for the government; and how money can be put to work in a bank. This instructional programme should also clarify that cattle are not the best vehicles for storing or exchanging wealth and that the money in the bank is a way of storing your work of today for tomorrow and to distribute the prosperity of the "season" evenly over the year or years. That would be good functional literacy.

Also we should not make the error of imagining that all problems in the world are educational problems. Facilities like banks and post offices need to be established in the areas where lot of cotton money goes in so that the farmers have the bank available to put their money in. Also perhaps fewer bars should be liscended in those areas.

Why Adult Learners Drop-Out?

The typical literacy classes, organized around teachers instructing groups of learners in some sorts of classrooms, provide an important focus to any literacy programme whether traditional or functional. In a work-oriented functional literacy programme important instructional activities must, additionally, be organized <u>outside</u> of the classroom — on the farm or in the factory to demonstrate improved work skills; and in discussion groups and forums — yet a literacy class, as we know it, must still remain an important carrier of the total programme.

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[5] As some teachers in Ibangiro quipped after reading the June 1969 teachers newsletter "Setting a Good Example" — "Give us enough and we will buy the shoes and better food, also put it in the post office when one is established near enough".

The amount and the quality of participation in literacy classes, both by learners and teachers, is thus an important consideration for literacy workers and administrators. Unfortunately, attendance data are notoriously undependable. Teachers inflate attendance figures and those adult learners who left the class before they came are also marked present. In a literacy class that shows 20 adults as present on a day only 10 or less may have shown up at all and only three or four may have been there the whole period of the class.

In the circumstances, oblique data on why students and teachers cannot partcipate effectively in literacy classes provide some useful insights. Such data may not help us quantity learner participation or make quality judgements of the "satisfactory/unsatisfactory" variety yet it may give us insights in the realities of the field that may then contribute to better programmes and better programme decisions.

Why learners drop out of literacy classes? We should note that we did not ask the question from the learners. It is the teachers who are speaking on learners' behalf.

There may have been more merit in asking this question from a sample of learners who dropped out. But the teachers knowledge of causes for dropouts is not completely devoid of merit. Teachers spend more time with adult learners than perhaps any other worker in a functional literacy programme. Teachers talk with committee members about dropout problems quite a lot as can be judged from their records of such discussions. They talk with the dropouts themselves; and they talk with others about those who dropped out thus getting a neighbour's-eye-view of the whole situation. In a sense their responses may be more representative of reality in the field.

The responses to the question on causes for learners dropping out were not limited and in all 311 responses were recorded. The following rough and ready categories have been used in organizing the responses in Table III - 7 below: (a) Economic/Productive Category, (b) Leisure-Related/Somatic Category, (c) Social/Interpersonal Category, and (d) Instructional/Motivational Category.

Economic/Productive Category covers reasons for learners dropping out that are related to their growing, finding, or selling food. Domestic chores and items like house-building have also been added here.

Leisure-Related/Somatic Category has been designed to losely cover items that are related to the discomforts or satisfactions of the body. Items like Laziness, Tiredness, Despair, Apathy may seem odd in this category but in underdeveloped countries with people living on insufficient food and unbalanced diets these psychological conditions are easily traced to

somatic conditions. Again, items like safaris, visits from friends have also been included here though they could equally well be categorized as social/interpersonal. But then as has been indicated above these categories are rough and ready and should be seen as mere clusters of related reasons.

The Social/Interpersonal category covers those reasons for dropping out or non-attendance that emanate from interpersonal influences or conflicts or from compulsions to discharge social obligations in the community.

Lastly, Instructional/Motivational Category covers reasons that are related to cognitions about the programme and the qualities of the learning process inside the classroom.

TABLE III - 7

Reasons for Learner Drop-Outs from Literacy Classes as Seen by Literacy Teachers

Category	Busega	Nansimo	Negezi	Ihangiro	Total
Economic / Productive Category					
Shamba Work	1	-	5	21	27
Cattle Grazing	-	3	3	-	6
Collecting Grass-hoppers	-	-	-	4	4
Attending Market Days	-	-	-	1	1
Working for Cash Wages	1	1	-	1	3
Migrating for Better Prospects	2	4	1	-	7
Search for Food in Famine	-	2	6	9	17
Domestic Work	5	11	4	2	22
House-Building	-	-	2	-	2
	9	21	21	38	89
Leisure-Related / Somatic Category					
Safaris	1	1	3	2	7
Visitors	1	-	-	-	1
Dances	-	-	3	-	3

Category	Busega	Nansimo	Negezi	Ihangiro	Total
Pombe Drinking	7	14	8	9	38
Running after Women	-	-	1	-	1
Simply Enjoying Leisure	-	1	-	1	2
Forced Leisure Because of Heavy Rains	-	-	-	7	7
Laziness	3	1	2	3	9
Tiredness	2	-	-	-	2
Despair	-	1	2	-	3
Apathy	-	-	1	-	1
Obstinacy	-	1	-	-	1
No Particular Reason	4	-	-	-	4
Sickness of Self or Relatives	8	22	3	5	38
	26	41	23	27	117
Social / Interpersonal Category					
Misunderstandings with Teacher	1	-	-	-	1
Teacher Arrogant with Learners	2	5	1	2	10
Teacher Interested in Women Pupils	-	1	1	-	2
Discouraged by Those Who Did Not Enrol	-	2	1	2	5
Example of Those Who Left	1	-	3	-	4
Local Leadership Disinterested	1	-	1	5	7
Husband Refused Wife Because Suspicious	2	3	3	1	9
Ashamed of Too Tattered Clothes	-	-	-	1	1
Other General Meetings in the Village	-	-	-	1	1
Funerals	-	9	-	3	12
Other Ceremonies	-	6	-	1	7
	7	26	10	16	59

Category	Busega	Nansimo	Negezi	Ihangiro	Total
Instructional / Motivational Category					
Lack of Understanding of the Programme	3	-	6	2	11
Content Unsatisfactory: No Arithmetic	1	-	-	-	1
Class Too Far From Home	1	2	-	-	3
Classroom Facilities Bad	-	-	1	1	2
Teacher Incompetence	2	4	2	1	9
No Teaching Materials	-	-	-	1	1
Find Lessons Difficult to Follow	1	2	1	1	5
Too Old to Learn	-	-	3	-	3
Bad Eyes or Other Disabilities	2	-	1	-	3
Bad Committee Members	-	1	-	-	1
Impossible Fines Imposed	1	1	-	-	2
No Benefits at the End — No Job	-	2	3	-	5
	11	12	17	6	46

TABLE III - 8

Relative Frequencies of Responses By Categories

Category	Busega	Nansimo	Negezi	Ihangiro	All Pilot Areas
Economic / Productive Category	17	21	30	44	28
Leisure-Related Somatic Category	49	41	32	31	38
Social / Interpersonal Category	13	26	14	18	18
Instructional / Motivational Category	21	12	24	7	16
	100	100	100	100	100

What can we learn from these tabulations? First of all it is important to remember that these are the reasons for learners dropping out as given by teachers. Again, they are not the reasons actually advanced by learners in classes during a particular period of time. Here is then a list of reasons generally mentioned or noticed for learners dropping out by literacy teachers.

It is useless to look for differences between sub-pilot areas. Some of these are explained by specific conditions prevailing in the sub-pilot area during May - November, 1969: such as famine conditions in one area, heavy rains in another, considerable preoccupation with shamba work of learners in a newly established Ujamaa village in Ihangiro area. Other differences must be considered chance variations.

Since the frequencies in Table III - 8 above do not represent the number of times a reason was actually mentioned or observed for learners dropping out, comparative weights to individual causes or categories can only be given if salience of a cause in teachers' minds could be considered directly related to the frequency with which that cause was actually operating. Some of the causes for dropping out should provide food for thought even though their frequencies are low.

Pombe drinking is mentioned most often as a cause for dropping out and sickness is mentioned equally frequently. Sickness would look more acute once it is realized that reasons such as laziness, tiredness, despair, and apathy can also be traced to lower or inadequate intakes of food and can thus be linked to somatic troubles.

Teachers arrogance has been mentioned (10 times) as also teachers incompetence (9 times). These should have significance beyond their numbers for these are mentioned by teachers themselves.

Lack of interest by local leaders and a lack of understanding of the nature and objectives of the programme are other reasons for low participation of adult learners in literacy classes. Considering that the programme has been in operation now for half a year this lack of understanding and conviction should be taken as a serious matter.

We thus find learners caught in their day to day problems of existing and feeding themselves. Their standards of living (health practices, and level of nutrition) are low. Sickness is a frequent visitor. Lethargy and lack of motivation are rampant and may be directly traced to malnutrition and drinking. Few pleasures are available except drinking, dances, and sometimes 'snaring' a woman! There are interpersonal problems between learners and teachers and among learners. There are instructional problems mostly related to teacher's arrogance or his incompetence.

Implications for Programme Planning

Literacy workers like to think that a needed programme and an effective programme can surmount all difficulties. This is true in the sense in which Galileo asked for a big enough lever and a place to stand on and promised to lift the whole world. There never was a big enough lever and there never was a place to stand on. The same is true of functional literacy programmes. They are seldom "needed" by client groups. In fact it is the first task of animators in a community to sell "needs", to convert innovator's needs into felt needs of the community. Again, effective programmes, that is, effective social engineering is not easy at all. Some of the problems like endemic poverty, sickness, and social malaise cannot be wished away nor can infrastructures be built overnight to mount the programme that we may be interested in at a particular time.

Yet the preceding does suggest a few ideas for the Tanzanian functional literacy programme. For example, there is a clear indication that the economic aspects of the programme need to be further articulated both in terms of information diffusion and programme content. Also it may be adviseable to include in the total programme a programme that is oriented towards food production & consumption. This is completely neglected in the present programme and yet food is important and is scarce. The present exclusiveness with cotton farming is self imposed; the functional literacy concept is comprehensive.

It seems equally clear that the programme in the field should be expanded along the general adult education lines — to be carried out through group discussion and use of audio-visual aids. To begin with it should teach (a) dangers of excessive drinking, (b) better health habits, and (c) ideas on nutrition.

There are indications, again, that some teachers are not able to cope with the job they are expected to do. The impression is reinforced by data presented in the next section as well as by other data available through the Teachers' Survey and presented elsewhere in this Report. Better and stricter selection policies are in order. The Project should design better, more predictive selection instruments, choose better educated teachers, and resist opening classes that cannot be manned by anything better than a IV-grader. Some of the teachers now teaching in the programme may simple have been untrainable.

Lack of understanding of the Project is voiced again and again. The Project isn't understood by learners, by their teachers and their local leaders. It is clear that a single-shot campaign explaining the Project has not been enough. Promoting, explaining, clarifying the project and its

objectives to learners, teachers, and community leaders needs doing throughout the life of the project.

Why Literacy Teachers Drop-Out?

Why literacy teachers drop-out? Or do they really? It appears that they drop-in and get stuck. Many would want to drop-out but they cannot.

Out of 234 teachers trained by the Project 194 were actively teaching in September, 1969. That means an attrition rate of 17 per cent. But the figure is misleading. Many of these 17 per cent did not drop-out, they were not engaged or had so long to wait to be employed that they drifted away. Only a couple of them are known to have simply broken down and given up.

Thus the teachers while answering the question "Why teachers drop-out?" are being hypothetical. They are actually saying, "If we did — or if only we could! — we would drop-out for these reasons". That being the case the data is useful for insights on teacher aspirations, motivations and self-perceptions.

One hundred and thirty-seven teachers answered the question giving a total of 235 responses — each teacher was allowed to make more than one response. As in the case of learner responses these are also clustered in rough categories. The following four categories are employed: (a) Economic/Productive Category, (b) Status/Interpersonal Category, (c) Instructional/Motivational Category, and (d) Leisure-Related/Somatic Category. The Economic/Productive and Instructional/Motivational Categories are the same as used to cluster responses about adult learners. The previous Social/Interpersonal Category is here called Status/Interpersonal because teachers are found greatly concerned with status and role problems rather than general social problems. Body-related reasons and some residuals are subsumed under the Leisure-Related/Somatic Category.

The various responses are categorized and presented in the Tables 9, and 10 in the following pages.

TABLE III - 9

Why Would Literacy Teachers Drop-Out If They Could?

Category	Busega	Nansimo	Negezi	Ihangiro	Total
Economic / Productive Category					
No Salary, Too Little Salary, Delay in Salary Payments	11	30	20	24	85
No Benefits in View	2	-	-	-	2
Promises Not Fulfilled	-	1	-	-	1
Search for Better Employment Elsewhere	7	13	1	1	22
Migration	-	3	-	-	3
Domestic Work	2	-	-	-	2
Shamba Work	-	1	-	1	2
Food Search	-	-	1	2	3
	22	48	22	28	120
Status / Interpersonal Category					
No Help or Encouragement from Leadership	1	7	1	4	13
Lack of Leadership Trust	-	4	-	3	7
Lack of Respect from Local Leaders or Overt Conflict	1	2	1	-	4
Misunderstandings with Learners	1	-	-	-	1
Arrogance of Learners	-	-	3	2	5
Involved with Women Pupils	-	-	1	1	2
	3	13	6	10	32
Instructional / Motivational Category					
Lack of Understanding of the Programme	-	-	4	-	4
Poor Attendance	6	16	7	5	34
No Teaching Materials	-	2	-	2	4
Do Not Like the Job Cannot Cope with the Job (Teaching a Difficult Job)	2	1	2	-	5
	8	19	13	7	47

Category	Busega	Nansimo	Negezi	Ihangiro	Total
Leisure-Related / Somatic Category					
Sickness	-	4	-	3	7
Visiting/Visitors	-	-	1	3	4
Dances	-	-	2	-	2
Marriages	-	-	1	-	1
Drinking	1	1	3	1	6
Forced Leisure Through Heavy Rains	-	-	-	3	3
Laziness	2	2	-	1	5
Negligence	2	1	2	1	6
Bored	-	2	-	-	2
	5	10	9	12	36

TABLE III - 10

Relative Frequencies of Responses by Categories

Category	Busega	Nansimo	Negezi	Ihangiro	All Pilot Areas
Economic / Productive Category	60	53	44	50	52
Status / Interpersonal Category	8	14	12	18	13
Instructional / Motivational Category	21	22	26	12	20
Leisure-Related / Somatic Category	11	11	18	20	15
	100	100	100	100	100

In studying the above tabulations one is struck by the fact of economic concerns of our teachers. On closer examination we find that the preoccupation with economic concerns is centered on cash wages. Salary (which the Project insists on calling Honoraria) is an acute concern — it is too little, and too uncertain, and elusive. The selfless dedication that we want in our voluntary teachers is thin if not completely absent. They are literacy teachers because they have no other alternative. Teachers would leave for alternative employment if one was available to them.

It is significant that teachers do not see themselves withheld from literacy work for reasons of shamba work or domestic work or such, too often. It probably means that their self-image does not permit that they see themselves as labouring on the farm. They see themselves as literacy teachers in the village or better employed elsewhere. The crucial question is: How shall they convince their adult learners that there is a future on the farm? Will they sound right teaching from a primer on farming?

Concern for cash is accompanied by concern for upgrading status. This means they are now aspiring to move above. Whether as VII grade school leavers they were already so or whether this concern for status and recognition is associated with their work for the Unesco project cannot be said on the basis of information presented here. Suffice it to say that lack of encouragement and the denial of respect due from leaders is a frequent grouse. This is also a concern for the role — the teacher's role in this case. The question arises: Can a successful farmer role in the community compete with other status roles in the village? And what should concern us in this Project: Can we integrate in one individual the role of a literacy teacher and a successful farmer — Mwalimu ya Kisomo na Kilimo (A Teacher of Literacy and Agriculture)?

Poor attendance is an often expressed concern. The demoralisation that comes from a ruined class must be hard for the teacher to live with even if he decides to go on for the honorarium.

Lack of understanding of the programme by teacher and lack of competence in teaching are also mentioned. As pointed out in the discussion of the same item in the section preceding, it is an indication of the fact that some teachers now engaged in the programme simply cannot teach — learners know it and their colleagues know it.

A feeling of 'apartness' on the part of teachers comes through responses recorded in Leisure-Related / Somatic Category and their comparisons with other data. Teachers talk comparatively less of sickness, drinking, laziness, and neglect, of marriage ceremonies and dances when talking of themselves. They are anxious to project an image of responsibility.

Implications for Programme Planning

The preceding has some obvious implications for programme planning. It is clear, for instance, that some teachers are there in the field who simply cannot teach. Teacher selection criteria need to be revised upwards; teacher selection instruments need to be refined; and training programmes need to be upgraded qualitatively for those who promise good performance. Upgrading the

quality of teacher training would among other things require institutionalization of the training function in training institutes where staff can be suitably developed over time for undertaking adult education and functional literacy training suited to various programmes and areas. Ad hoc programmes organized in ad hoc places make it impossible to build a pool of experience or even to create facilities like "training materials workshops" so that a minimum of instructional technology could be applied to our training tasks for greater effectiveness. This should be possible to do with the transfer of the Project to the Ministry of Education.

It is, in one way, a good sign that teachers should be self-conscious of their role as literacy teachers. However, their disorientation from a farmer role would be unfortunate in a functional literacy project that seeks to serve the farmers. The problem for the project then is to help teachers look at themselves as literacy teachers-cum-innovative farmers. How to confirm him in this dual role is a challenge and merits separate discussion.

Lastly, some comments may be made about voluntary work and voluntary workers. Underdeveloped countries cannot always afford full time paid workers and must depend on voluntary organizations, voluntary workers and voluntary work. However, adult education and literacy must not attempt to live on voluntary work <u>alone</u>. Some contractual bias in adult education would not harm the movement. Workers should be paid. Those who work more must be paid more. And those whom we pay must deliver the goods. Why must we in adult education and literacy depend on charity or be sentimental and try to get something for nothing? Let civil servants do some voluntary work for a change and literacy teachers in villages make some money.

IV. CONCLUSIONS AND RECOMMENDATIONS

Practical suggestions for programme development are the justification for evaluation studies. A researcher may find significant or no significant differences between two treatments or groups and leave it at that. Or all he may do is restate his hypothesis. Or he may indeed produce some basic findings for some one else to take them from research to development before these can be used by programme administrators. An evaluator must, however, evaluate the present and then either confirm the status quo or suggest alternatives. He must, sometimes, if not often, go beyond his data to make practical suggestions. Rigor is necessary when the evaluation study is being cunducted. After that the evaluator must practice the art of making decisions on insufficient data, if need be there. It is in the spirit of the preceding that some conclusions are being drawn and some recommendations made below:

(A) Programme Development

1. There are various indications in the data that the programme as designed presently is inadequate. No system analysis of the pilot areas has been conducted. Nor has anything been learnt from published studies of the socio-economic system in the Lake Regions. Even a brief review of published literature seems to indicate that more money from cotton has not brought health and vitality either to individuals or to the communities. Cash crops have improved at the cost of food crops probably bringing further impoverishment to families while cash from cotton has gone into drinking. This should mean that a programme that supports only greater productivity in cotton (even this mostly verbally) is not going to make any changes in the communities.

1.1 A more comprehensive agricultural programme seems an obvious planning strategy. Such a programme in addition to including a cash crop as at present, must include growing more to eat. The adults in our classes and communities must be taught to make farm plans that include cash crops, food crops, poultry-raising, vegetable gardening, and cattle-care.

1.2 Not only agricultural plans should be more comprehensive but also the total instructional programme should be more comprehensive. This means that suitable adult education programmes (taught through audio-visual media) should be urgently introduced. These adult education programmes must include an anti-drunkenness campaign, necessity of savings through Banks and health and nutrition.

1.2.1 We must remember the simple fact of innovation diffusion that information is not persuation, nor persuation actual action. If we cannot provide, in the

important rural centres, needed banking facilities, campaigns on saving and anti-drunkenness, which seem so very important, would not mean anything. The Government must consider urgently to provide banking facilities in the rural areas. The feasibility of payment through Government Bonds should also be studied. Suitable administrative action can help in this regard.

2. While the programme must be made more comprehensive it does not mean that it should be allowed to become diffused and directionless. The focus on productive aspect of the functional literacy programme must not be lost. Proper and well thought-out weights should be given to various activities. Indeed objectives must be defined both <u>generally</u> and <u>specifically</u> for each different educational/instructional input such as:

i) Reading, Writing, and Computing
ii) Using Literacy Skills in Agricultural Plans and Operations
iii) Improved Skills in Cotton Farming
iv) Growing More and Better Food (Through Poultry, Gardening, etc.)
v) Modern Housing
vi) Improved Water Supply and Preventive Health Measures
vii) Savings
viii) Anti-Drunkenness Campaign

2.1 These objectives must have priorities within themselves and need not be so ambitious so as to be impossible of achievement. <u>But nor must they be postponed until later</u>. Also objective criteria must be established for determining whether an objective of the programme has actually been achieved.

3. To implement the preceding recommendations more inputs and resources are needed. These are mainly two: (i) audio-visual materials like flash-card sets and flannelgraph stories on adult education themes must be produced and supplied in the field; and (ii) staff in the field itself needs to be strengthened. The latter may require that teachers now in the field become half-time employees on better salaries or that additional voluntary workers are introduced as forum and discussion leaders.

3.1 Related with the above is the need of allocating adequate agricultural staff to the project to teach manual skills in improved agriculture and in home gardening, poultry raising and such. Supervision of literacy teachers itself needs to be more organized and the Inspection Report Form already designed for the Project needs to be used scruplously.

4. The present practice of dividing the year into two rather distinct phases, one dry and free, another wet and busy, needs to be reviewed. Farmers may not be as busy as is being supposed. There may indeed be merit

in keeping the groups created through literacy classes alive and there may be merit again in keeping the teachers on the job all round the year. The Literacy teacher must indeed be a whole time, round the year activist.

5. A lack of understanding of the programme and its objectives by teachers, learners, and the community comes through again and again. It seems quite certain that single-shot information campaigns (if they were conducted at all) have not been sufficient. There is need to built information diffusion plans that spread information about the Project continuously.

(B) Teacher Selections and Employment

1. The Project should not be under pressure to open a certain number of classes in certain number of places. A class should be opened when at least a suitable teacher is available. This teacher should have a minimum of VII grade education and should have been selected from among all the VII grade school leavers in the village (or even nearby). The practice of having local leadership to recommend two or three candidates should be abandoned as it unnecessarily limits the recruitment pool. Age should not be favoured in teacher selections.

1.1 More sophisticated selection tests should be designed to predict teacher performance which itself should be defined in terms of objective testable criteria.

2. Teachers must be kept engaged all the year round. Since much more than 6 hours a week of work is required from these voluntary teachers they must be paid more than 30 shillings a month. Also these honoraria must be paid regularly.

(C) Training of Literacy Teachers

While it is known that the Ministry of Education is now responsible for adult education and literacy work in the country and that primary schools will undertake more and more responsibility for this work it is also clear that for some time longer (until there is a primary school in each community) voluntary workers, our present VII grade school leavers, will play an important role in literacy and adult education work. The recommendations made below in regard to training are applicable to both kinds of groups: primary school teachers and voluntary workers.

1. First of all literacy training should be institutionalized by which term it is meant to convey the idea that there should be permanent institutions to carry out such training and regular staff responsible for such work. This is the only way to collect experiences in persons

and within institutions. The obvious institutions for the purpose seem to be teachers colleges. To begin with the Butimba Teachers Training College should be selected for the purpose.

This institutionalization will also make it possible to establish at the selected institutions small training laboratories where training materials needed for use in the courses can be developed and produced.

1.1 Institutionalization should by no means bring about rigidity — one syllabus, one format for every one, year after year. The persons responsible for training design should keep in continuous touch with literacy teachers both to help them on the job through the training newsletter and refresher courses and to revise on a continuous basis the courses for literacy teachers and adult education workers.

1.1.1 The Institute of Adult Education, Dar-es-Salaam should play an important role in the training of trainers in the training colleges.

2. On the whole the format of the training courses as used in the training of teachers during January - June 1969 may be retained. The duration may also remain the same. However, a whole time trainer should be appointed by the Government who can write and devise training materials to be used in such courses. More and more training materials should be written and revised as published literature in this area is scant.

2.1 Also to provide the teachers under training a real and meaningful experience of facing a class films should be made of actual classrooms in action which should be then shown to the teachers during their training. Unesco would do well to invest in this project to produce film-based simulations of the classroom situation for use in teacher training. Such an experiment may have wider impact and bring about better training procedures in the training of primary and secondary school teachers as well.

3. The teachers' training newsletter, Kufundisha Watu Wazima should be continued in the present format. It should continue to include one major training theme and should not become merely newsy and chatty.

3.1 In the field, the newsletter should not simply be distributed but administered to teachers by the supervisor in 2-hour sessions each month.

3.2 A separate full-time editor should be appointed for the newsletter to develop it later into a national professional periodical for teachers that deals with their day to day teaching problems in the classroom and outside.

4. There is scope for developing remedial courses for teachers now in employment and for those who may be employed later on such topics as "arithmetic for agriculture" and "visual literacy" in which study of pictures and teaching from pictures may be taught in two or three days courses. Such courses should be developed in written form with all the stimulus materials carefully

prepared and presented to supervisory staff which may in turn administer them to smaller groups of teachers.

(D) Appraisal and Recognition of Teacher Performance

A teacher is to teach and if teaching took place the teacher may be considered to have performed well. It becomes completely obvious that suitable appraisal procedures for judging teacher performance should be developed and that the achievement test results of adult learners must enter such appraisals. It is, therefore, recommended strongly that tests in reading, writing, arithmetic, and vocational knowledge (verbal, skills-related, attitudinal) may be developed for adults in classes and administered. From the concept of a successful class, the concept of a successful teacher should be deduced. (Considerable work on teacher appraisal can be done by supervisors who for the present seem to be doing hardly anything else than "visiting".)

2. Teachers are VIP of a literacy programme and they should become objects of interest of evaluation specialists on the project. In addition to selection tests (which should be better designed) passing out tests should be developed. Also while testing learners for achievements, teachers may also be tested on various aspects to build good information on them.

3. Lastly, they should be supplied free of charge reading materials from the Ministries of Health, and Agriculture as also a newspaper in Kiswahili. They need to be informed and legitimized.

APPENDIXES

Appendix I (a)

UNESCO/U.N.D.P. WORK - ORIENTED ADULT LITERACY PILOT PROJECT
LAKE REGIONS, TANZANIA

TEACHERS SURVEY

(Interview Schedule, Literacy Knowledge Test,
Arithmetic Test, and Visual Test)

The teachers should be helped to understand as far as possible, and with maximum patience, of the purposes of the Teachers' Survey: the purposes being to analyse past decisions and judgements about the training part of the Project and to design more effective and more suitable training programmes.

The Tests are detachable from the Interview Schedule and, if feasible, may be administered to teachers in a group.

The voluntary teachers should be made to understand that the Tests are not an examination in which a teacher fails or passes. These are the instruments to find out how far the training programme mounted during January-June 1969 was successful and what changes should be incorporated in the training programme to make it more effective for the tasks in view.

The Interview Schedule should be administered individually to each teacher by the interviewer. The questions may first be read in English. An exact translation in Kiswahili should then be offered. The responses received should, again, be entered in English. Pre-preparation can be done by the interviewers about translating questions from English to Kiswahili. However, quick on the spot translations into English of the responses may be difficult. Where the interviewer is not sure about the equivalence of the translation he may enter the response in English and show the actual words spoken by the subject into brackets.

Most of the questions require a free response from respondents. This is so first because it is not possible to anticipate all the possible answers which might emerge (there being no tradition of research in the sociology of education to bank upon). Also the survey had to be designed literally in a couple of days and developing objective type items takes considerable time. However, some possibilities about answers — acceptable types of answers — are indicated in the Interview Schedule itself and which should help the interwiewers in recording responses by key words.

INTERVIEW SCHEDULE

1. Name _____
(Give surname in BLOCK letters)

2. Age _____ 3. Married/Unmarried
(Rounded in years)

4. Number of children _____

5. Education _____ 6. Left school in _____
(In grades) (Year)

7. How long have you lived in the community? _____

8. When did you open this present literacy class? _____

9. Is this your first experience of literacy teaching? _____
(Yes/No)

9.i If yes, for how many years, roughly, you have taught literacy?

_____

10. For this present programme where were you trained? _____

Misungwi (Mwanza) / Bweri (Musoma) / Kizumbi (Shinyanga) / Gera (Bukoba) / Butimba (Mwanza).

11. Have you had any kind of training BEFORE the above training?

What?	Where?	For How Long?

11.i Have you had any kind of training SINCE the time you were trained for work on the Project?

What?	Where?	For How Long?

(N.B. Interviewers should also record any participations in correspondence courses or radio courses.)

(Answer the following questions about your training for the Project. Take your time to think out the answers. Let us remind ourselves that we are not looking for praise or blame. We are trying to see how effective the training was and how it could be improved for the teachers to be trained next.)

12. You might remember that the following units were taught to you and they were given the time shown against each. Would you like the time to be changed? If so, how?

Unit	Time originally given	Would you like it to be now so many days/weeks
Work-oriented literacy. What is it? Pre-class preparation.	½ week	
How to work with adults?	½ week	
Work-oriented literacy as a coordinated effort. How to get help from Agriculture, Health, etc.	½ week	
Use of audio-visual aids like charts, posters, flannelgraphs, rural newspaper, and radio.	½ week	
Teaching of the primer.	1 week	
Classroom records and testing.	½ week	
Classroom management.	½ week	

13. What is the most important thing or things you learnt from the training?

14. Do you think you and the teachers who were trained with you should have some more training? If yes, would you prefer a refresher course or training through newsletter (Kufundisha Watu Wazima) or both?

14.i Why?

14.ii What is your opinion on Kufundisha Watu Wazima ?

15. Have you received the teachers' newsletter (Kufundisha Watu Wazima) regularly? Indicate below:

1969 May June July Aug. Sept. Oct.-Nov. Dec.

16. How easy or difficult is it to read Kufundisha Watu Wazima?

Too difficult _____

Satisfactory reading level _____

Difficult in parts; satisfactory in others _____

Quite easy _____

17. Can you understand every article?

17.i If not, give an example of an article which was not easy to understand.

18. Do other teachers you know find it difficult to read and understand?

19. Would you be willing to buy copies of Kufundisha Watu Wazima if it is priced 10 cents a copy?

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20. Are adults in your class interested in the programme?
Do they think it is good? Why/Why not?

20.1 What about

	Interested	Not interested
a. RDA staff		
b. Agriculture staff		
c. Tanu officials and other local leaders		
d. Church people		
e. Village people		
f. Primary school teachers		

21. Do you think the programme is succeeding?

22. Do you plan to teach again in May 1970?

23. You have now been a teacher in this literacy programme for some months. What do you think have been the advantages to you personally?

23.i What do you think have been the disadvantages, if any, to you personally?

24. Other than food what have you bought during the last 6 months that you think has been useful?

25. In what various ways people in the village address you?

25.i How often would people call you mwalimu when you meet them?

25.ii Where would people do so mostly?

26. Indicate your membership in local/divisional/district organizations:

Which?	Since when?

27. If a farmer wants you to accompany him to go and see the Divisional Secretary, will you go with him?

27.i Has any request like this ever been made to you?

28. Have any invitation ever reached you which should be considered an honour?

28.i If yes, which one(s)?

29. If possible state three or more occasions where some people other than your family came to talk to you. What was the subject of the conversations? (You do not have to tell of matters that you think are strictly <u>private</u>.)

30. What reasons you see for dropouts:

(a) among learners

(b) among teachers

RDA's personal appraisal of the teacher?

Investigator _____

LITERACY KNOWLEDGE TEST +

1. In functional literacy programme if farmers have learnt to read and write <u>but</u> not learnt better farming methods they _____ become functionally literate. have/have not 1

2. Functional literacy can be taught with the help of <u>any</u> primer. True/False 1

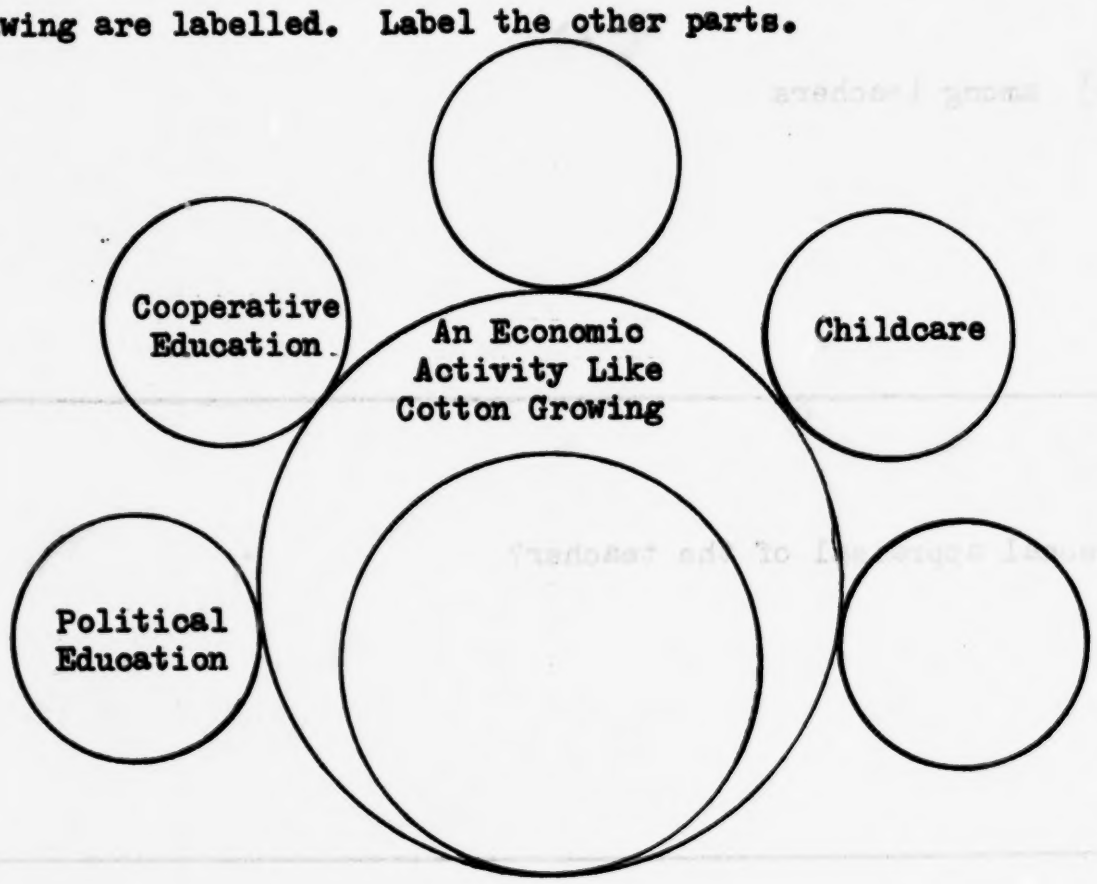
3. Is it possible to have (a) cotton farmers and (b) textile workers in the same functional literacy class? Yes/No 1

4. Functional literacy cannot be taught to adult farmers by the literacy teacher alone. He needs the help of

   1._____

   2._____ 2

5. The following drawing was used in your training course to show a good and complete functional literacy programme. Some parts of the drawing are labelled. Label the other parts.



4

+The Literacy Knowledge Test as well as the two following tests were administered to literacy teachers in their Kiswahili versions. English versions of these tests have been included in this Report to make them more widely available.

6. Adults are not like _____. The teacher must treat them with respect. (Fill in the blanks.) 1

7. For running a successful programme:
   1. Adults must have complete information about the programme.
   2. The Area Secretary must force them to attend classes to build the nation.
   3. Adults must understand the usefulness of the programme in their daily life.
   (Mark those that are correct with a sign _/.) 4

8. Give the name of two more audio-visual aids like:
   1. Charts and posters
   2. Drillcards
   3. _____
   4. _____ 2

9. What are the various reasons for adult to be absent from classes:
   1. Pombe drinking
   2.
   3.
   4. 3

10. An adult in a classroom was asked by the teacher to repeat a sentence written on the board during drill work. The adult showed reluctance and kept silent. It was clear he did not want to do it. What could be the various possible reasons? Guess at least three.
   a.
   b.
   c. 3

11. Give three good ways of using the blackboard.
   1. Do clean the blackboard properly before beginning to use it.
   2.
   3.
   4. 3

12. A teacher has been drilling, in his class, the sentences and the words in a lesson. All can read the lesson now. But the learners cannot read the same words in another lesson. Nor can they read any simple writing which is not in the primer. What is the possible reason? 3

13. What is a good class site?
   1. It should be convenient for every one to reach.
   2.
   3. 2

14. A good class is that in which only the teacher speak all the time. Nobody else is allowed to speak. True/False 1

15. Adult learners cannot read in the early stages newspapers from Dar-es-Salaam. Therefore, special _____ have to be written for them. The name of our special _____ is _____ _____. 3

16. One can learn the following things from the classroom attendance register:
    a. Names of all the adults in the class.
    b. How many _____ and how many _____
    c.
    d. 4

17. If a man is listening a radio alone or at home he will most probably be listening to _____.
    To use radio for education it must be used in a group with a _____ present. 2

18. Five people in your class are at lesson 18. Four are at lesson 7. Is there something wrong with the class? How will you teach this same class? 5

19. As far as possible the teacher should use Kiswahili in the class. The vernacular should be used only when _____. 2

20. "In the beginning of our work in literacy classes the adults in our classes are yet unable to read and write. They cannot take the rural newspaper home and read it. Somebody has to read it to them and even explain what it means. The teacher has to read it to them. When adults have learned to read they will probably buy a copy of their own and read it on their own in their leisure. At that time reading the newspaper in the class will be unnecessary. Only discussion of chosen items will be carried out in classes. Reading will be done at home, discussion will be done in classes."
    a. What two uses of rural newspaper are discussed above.
    b. In the beginning literacy classes, the teacher should read the rural newspaper to adults because _____ _____.
    c. When adult learners have learnt to read and write the teachers should only _____.
    d. When can the reading of the newspaper be done at home? 4

ARITHMETIC TEST+

---

1. a. Budodi has a field 90 yards long and 70 yards wide. What is the area of his field? 2

   b. Juma has a field 80 yards long and 60 yards wide. What is the area of Juma's field? 2

   c. Who has a bigger field, Budodi or Juma? 1

2. a. There are 90 rows of plants in Budodi's field. Each row has 216 plants. How many plants has Budodi? 3

   b. If one plant gives in all one oz. of cotton, how much cotton in lbs. will Budodi sell? (16 oz. = 1 lb.) 2

   c. At 48 cents a lb., calculate the money that Budodi will get for his cotton. 4

3. a. A man takes 20 days to cultivate one acre of cotton shamba. How many days will three men take to cultivate the same shamba? 1

   b. A farmer has 5 acres of land. How many men must work in this field if they have only 10 days to complete cultivation. (Remember it takes 20 days for one man to cultivate one acre.) 3

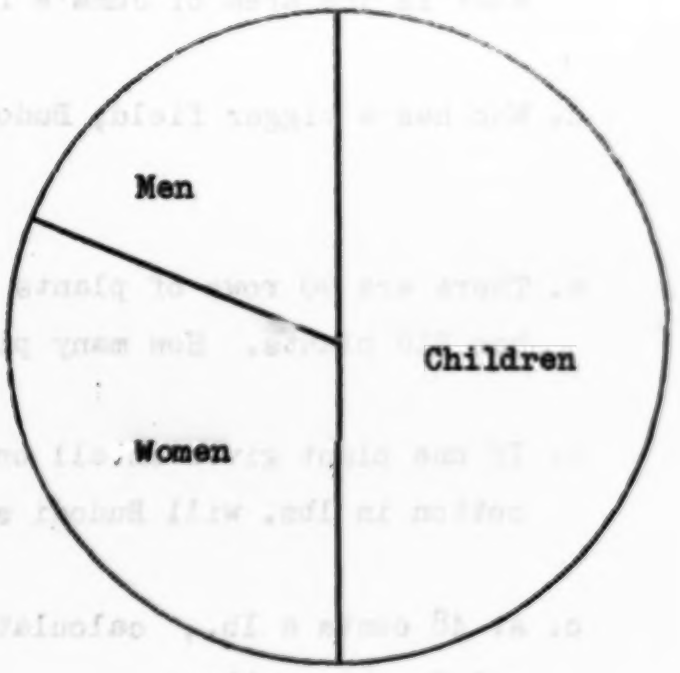
+The test was administered to literacy teachers in Kiswahili translation.

VISUALS TEST+

1. Look at the illustration below and tell:

   (a) Are there more children than women in the village?

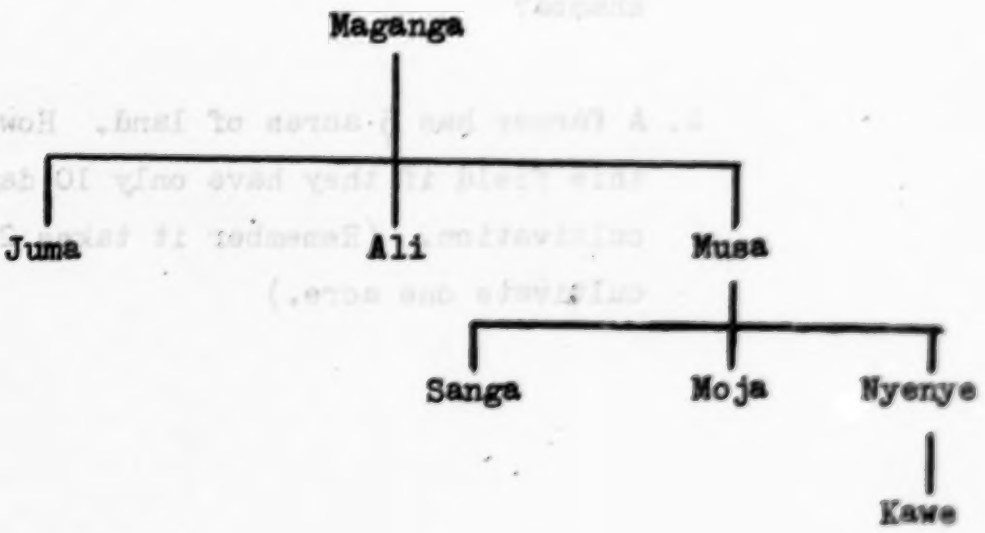
   (b) Are there more men than women in the village? 2



2. Look at the chart and tell:

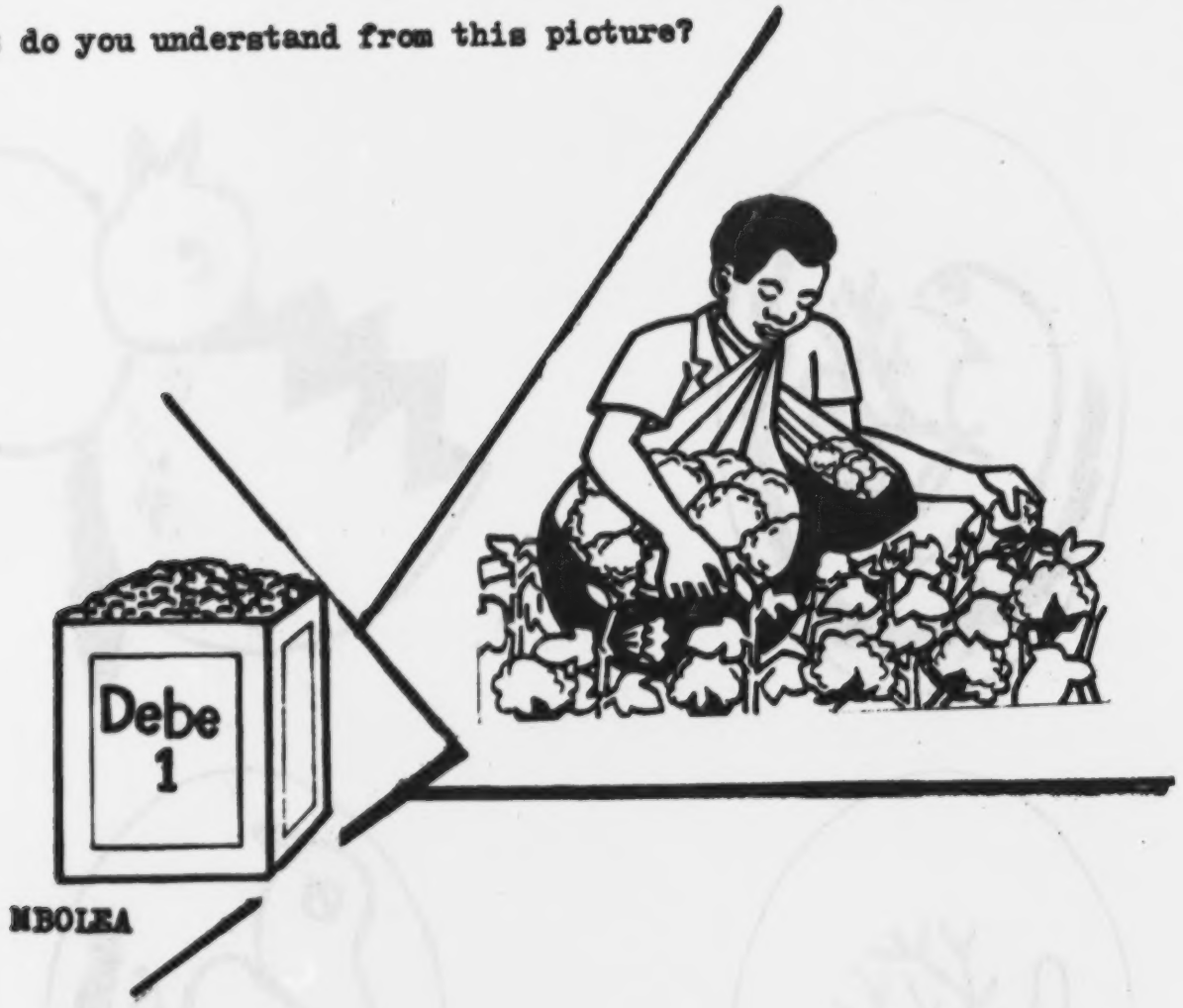
   (a) Who is Kawe's father?

   (b) Who is Moja's grandfather?



+The test was administered to literacy teachers in Kiswahili translation.

3. What do you understand from this picture? 2



4. Look at this picture and tell:

(a) Are you looking at the man from his Right, Left, Front or Behind?

(b) Are you above or below him? 2

5. What does the picture on this page show? 2

TEACHERS SURVEY

Test Scores of Teachers
Busega (Mwanza) Pilot Area

Trained at Misungwi					Trained at Butimba				
	L	A	V	Total		L	A	V	Total
1.	34	10	10	54	11.	-	4	7	Omitted from
2.	38	14	6	58	12.	-	4	2	" Averages
3.	33	10	7	50	13.	-	18	2	"
4.	35	5	4	44	14.	24	4	6	34
5.	36	14	9	59	15.	36	8	10	54
6.	39	14	6	59	16.	33	9	7	49
7.	20	15	5	40	17.	19	10	7	36
8.	23	15	6	44	18.	18	1	4	23
9.	33	18	8	59	19.	27	5	6	38
10.	24	12	3	39	20.	28	18	4	50
					21.	35	14	6	55
Totals	315	127	64	506	22.	31	11	4	46
					23.	24	3	6	33
Column Ave-					24.	30	11	6	47
rages	31.5	12.7	6.4	50.6	25.	25	6	5	36
					Totals	330	100	71	501
					Column Ave-				
					rages	27.5	8.3	5.9	41.7

L stand for Literacy Knowledge Test
A stands for Arithmetic Test
V stands for Visual Test

TEACHERS SURVEY

Test Scores of Teachers
Nansimo (Mara) Pilot Area

	Trained at Bweri					Trained at Butimba			
	L	A	V	Total*		L	A	V	Total
1.	32	0	-	32	28.	-	-	-	-
2.	32	11	7	50	29.	27	18	4	49
3.	42	8	4	54	30.	45	17	9	71
4.	36	14	5	55	31.	22	8	7	37
5.	22	18	7	47	32.	31	18	6	55
6.	16	5	2	23	33.	43	9	10	62
7.	30	15	6	51	34.	36	14	4	54
8.	41	13	8	62	35.	19	5	1	25
9.	28	6	3	37	36.	36	5	7	48
10.	32	15	7	54	37.	31	15	10	56
11.	26	6	8	40	38.	49	17	6	72
12.	37	4	3	44	39.	34	14	7	55
13.	42	9	8	59	40.	25	9	4	38
14.	39	15	7	61	41.	39	9	5	53
15.	30	18	5	53	42.	23	0	4	27
16.	46	18	9	73	43.	36	9	6	51
17.	38	14	4	56	44.	30	18	9	57
18.	21	12	2	35	45.	27	8	3	38
19.	35	15	8	58	46.	32	4	5	41
20.	38	14	8	60	47.	27	18	10	55
21.	23	0	3	26	48.	22	15	6	43
22.	34	14	5	53	49.	33	4	8	45
23.	29	7	4	40	Totals	667	234	131	1,032
24.	22	15	7	44					
25.	30	11	5	46	Column Ave-rages	31.8	11.1	6.2	49.1
26.	40	14	6	60					
27.	29	3	4	36					
Totals	838	294	145	1,277					
Column Ave-rages	32.2	11.3	5.5	49.1					

*Note: Nos. 1 and 28 have been omitted from averages.

TEACHERS SURVEY

Test Scores of Teachers
Negezi (Shinyanga) Pilot Area

	Trained at Kizumbi					Trained at Butimba			
	L	A	V	Total		L	A	V	Total
1.	30	18	9	57*	13.	32	16	6	54
2.	-	-	-	-	14.	36	13	3	52
3.	33	15	5	53	15.	28	18	8	54
4.	28	15	4	47	16.	31	17	6	54
5.	30	12	7	49	17.	34	10	7	51
6.	29	18	5	52	18.	33	6	6	45
7.	31	5	5	41	19.	18	12	5	35
8.	38	1	4	43	20.	29	18	9	56
9.	31	14	6	51	21.	39	15	8	62
10.	40	18	9	67	22.	25	18	5	48
11.	34	9	8	51	23.	29	15	7	51
12.	19	12	5	36	24.	9	8	1	18
					25.	32	13	7	52
Totals	313	119	58	490	26.	27	12	5	44
					27.	27	18	7	52
Column Averages	31.3	11.9	5.8	49.0	28.	28	6	4	38
					Totals	457	215	94	766
					Column Averages	28.6	13.4	5.9	47.9

*Note: Not trained and does not figure in the averages.

TEACHERS SURVEY

Test Scores of Teachers
Ihangiro (West Lake) Pilot Area

	Trained at Gera					Trained at Gera (continued)			
	L	A	V	Total		L	A	V	Total
1.	30	10	6	46	17.	26	1	7	34
2.	32	13	6	51	18.	16	0	3	19
3.	19	5	6	30	19.	34	5	6	45
4.	27	17	6	50	20.	33	11	6	50
5.	34	5	5	44	21.	34	10	3	47
6.	14	4	2	20	22.	28	7	7	42
7.	27	4	6	37	23.	15	1	3	19
8.	34	16	4	54	24.	26	8	7	41
9.	27	7	6	40	25.	26	5	3	34
10.	33	4	6	43	26.	22	2	5	29
11.	17	1	3	21	27.	24	7	3	34
12.	34	2	3	39	28.	28	10	6	44
13.	23	4	2	29	29.	21	2	2	25
14.	15	11	6	32	30.	21	1	6	28
15.	27	11	6	44	31.	30	5	3	38
16.	15	9	2	26	32.	24	0	4	28
					33.	25	14	5	44
					34.	20	1	3	24
					35.	23	5	-	28
					Totals	884	218	157	1,259
					Column Averages	25.2	6.3	4.5	36.0

TEACHERS SURVEY

Teachers' Test Scores by Rank
and Corresponding Selection Scores
Busega (Mwanza) Pilot Area

Misungwi			Butimba		
Subject No.	Test Score by Rank	Selection+ Score	Subject No.	Test Score by Rank	Selection Score
5	59	154	21	55	134
6	59	132	15	54	119
9	59	132	20	50	130
2	58	142	16	49	113
1	54	155	24	47	139
3	50	135	22	46	92
4	44	106	19	38	122
8	44	133	25	36	95
7	40	132	17	36	148
10	39	146	14	34	118
			23	33	84
			18	23	86

+Selection scores in this column are based on a selection test that was used only with Misungwi teachers. In all other cases a different test was used.

TEACHERS SURVEY

Teachers' Test Scores by Rank and Corresponding Selection Scores
Nansimo (Mara) Pilot Area

Bweri			Butimba		
Subject No.	Test Scores by Rank	Selection Scores	Subject No.	Test Scores by Rank	Selection Scores
16	73	138	38	72	120
8	62	108	30	71	100
14	61	131	33	62	96
20	60	105	44	57	87
26	60	142	37	56	125
13	59	107	47	55	89
19	58	103	32	55	108
17	56	101	39	55	120
4	55	115	34	54	90
3	54	109	41	53	96
10	54	145	43	51	97
15	53	120	29	49	92
22	53	119	36	48	130
7	51	139	49	45	118
2	50	Not available	48	43	98
5	47	82	46	41	83
25	46	95	45	38	77
12	44	96	40	38	114
24	44	95	31	37	89
11	40	124	42	27	80
23	40	102	35	25	79
9	37	76			
27	36	94			
18	35	101			
1	32	97			
21	26	93			
6	23	77			

TEACHERS SURVEY

Teachers' Test Scores by Rank and Corresponding Selection Scores Negezi (Shinyanga) Pilot Area

Kizumbi			Butimba		
Subject No.	Test Scores by Rank	Selection Scores	Subject No.	Test Scores by Rank	Selection Scores
10	67	Primary School Teacher	21	62	110
3	53	111	20	56	*
6	52	*	13	54	110
9	51	91	15	54	92
11	51	*	16	54	*
5	49	101	14	52	65
4	47	90	25	52	89
8	43	85	27	52	103
7	41	121	17	51	*
12	36	104	23	51	81
			22	48	*
			18	45	103
			26	44	70
			28	38	96
			19	35	97
			24	18	*

*Data not available or incomplete.

TEACHERS SURVEY

Teachers' Test Scores by Rank and Corresponding Selection Scores Ihangiro (West Lake) Pilot Area

Gera			Gera (continued)		
Subject No.	Test Scores by Rank	Selection Scores	Subject No.	Test Scores by Rank	Selection Scores
8	54	128	7	37	139
2	51	139	17	34	74
4	50	108	25	34	95
20	50	111	27	34	100
21	47	116	14	32	106
1	46	98	3	30	*
19	45	109	13	29	*
5	44	149	26	29	79
15	44	101	30	28	101
28	44	94	32	28	85
33	44	101	35	28	*
10	43	122	16	26	103
22	42	107	29	25	104
24	41	114	34	24	*
9	40	102	11	21	*
12	39	*	6	20	81
31	38	113	18	19	*
			23	19	98

*Data not available or incomplete.

SELECTION INSTRUMENTS

Personal Data Form
(Not Used in Misungwi)

1. Name Male/Female
2. Date of birth
3. Name of birthplace
4. Address
5. Name of the village you live in
6. Marital status - Married/Unmarried Number of children
7. Do you have your own house or do you live together with your parents?
8. For how long have you stayed in the area? (Number of years)
9. How many languages can you speak? - Name them.
10. What is your present occupation? (Farmer/Other)
11. What standard of education have you completed in school?
12. When did you stop attending school?
13. Have you any previous teaching experience in adult education? (If you have, give full explanation of how you acquired this experience in adult education.)
14. Have you had any courses after leaving school? (Mention them.)
15. Mention any other type or work experience.
16. What are your interests other than daily work?
17. Do you hold membership in any organization or co-operative? Do you hold an office (clerk, chairman)?
18. Have you travelled outside your area of residence? Where travelled and for how long?
19. Can you easily get a radio for listening daily?
20. Have you a bicycle?

SELECTION INSTRUMENTS

General Knowledge Questionnaire
(Not Used in Misungwi)

1. From where should a farmer seek advice on how to use fertilizers in his cotton shamba?
2. Who are the civil servants who encourage people in your area (Division) to carry on with their work?
3. What important work does a Primary Co-operative Society do?
4. Are you ready to teach thrice a week?
5. What problems do you expect to encounter while teaching adults?
6. What are qualifications of a good teacher?
7. How could you treat absentees and those who absolutely don't appear in the class?
8. Who advised you to become a literacy teacher?
9. Mention all the magazines you read.
   Mention all the magazines which you know exist.
10. What are the necessary requirements for increasing agricultural production in your area/Division?
11. To achieve development there should be changes in people's lives. What rapid changes do we need in your area/Division so as to achieve development?
12. What population does your Division have?
13. What type of radio announcements do you listen to?

SELECTION INSTRUMENTS

Interview

(Not Used in Misungwi)

Name of interviewee:

Name of interviewer:

Check: Personal appearance
Voice
Verbal expression

Suggestions for matters to come back upon during the interview

Personal Data Form No. 10. (Check occupation)
13. (Did you teach before?)
16. (Interests)
17. (Memberships, Offices)
18. (Travel, Living outside the area)

Questions No: No. 5. (Problems of teaching)
6. (Qualifications of teacher)
7. (How to deal with non-attendance?)
8. (Who advised you to be literacy teacher?)
9. (Do you read?)

Remarks of interviewer:

SELECTION INSTRUMENTS

Dictation and Comprehension
(Not Used in Misungwi)

(A) Piece for Dictation

Wafanya biashara 24 ishirini na wanne wa maduka madogomadogo mji Morogoro, hivi karibuni walipewa vyeti na mwenyekiti wa mji wa Morogoro, bwana R. O. Majikata baada ya kumaliza mafunzo ya wiki mbili juu ya mafunzo ya biashara.

Wafanya biashara hao walipatiwa mafunzo juu ya utumiaji na utunzaji wa fedha na uendeshaji wa biashara kwa jumla. Mafunzo yalitolewa na afisa wa biashara wa mikoa ya Morogoro na Pwani.

Wakati huo huo vijana arobaini wa TANU Youth League toka shule ya secondari ya Mzumbe, walisaidia kulima kiasi cha eka mbili kati ya eka nne zitakazo-limwa kwa jumla.

Katika wilaya ya Mahenge, mkuu wa wilaya, bwana S. Lubala hivi karibuni ametoa wito kwa wananchi wa sehemu ambazo hazikupatwe na mafuliko ya maji wazidishe kilimo cha mihogo, mahindi na avizeti. Mkuu huyo kadhalika alisaidia kuvuna mpanga katika shamba la shule ya primary ya Iragua.

(B) Item for Comprehension Test+

Read the report given below and then answer the questions which follow:

"STUDENTS SHOULD WORK HARD AT THEIR STUDIES" +

The Assistant Minister of Education, Mr. O. Muhaji, said in Kigoma that it was the intention of the Government to offer higher education to all children but because our country's income was still low, only a few children are lucky enough to continue their studies in secondary schools.

Mr. Muhaji said this while addressing 285 students of Livingstone Secondary School during his one week tour of Kigoma district during which he visited schools and met the District Education Committees.

He said that inspite our country not being rich, she had decided to meet all the expenses of students in higher education. And so these students must work very hard to be of assistance to the country later on.

The Assistant Minister wanted the students to discuss with their

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+The item has been translated here in English. Teacher candidates, were, of course, given the test in Kiswahili.

teachers on their choice of subjects for Form IV examination and advised them to give preference to science subjects. He said that Tanzania offered more places and opportunities for continuation of studies and work to students who choose science subjects.

Urging the students to do manual work, Mr. Muhaji said that the Ministry of Education had instructed all the schools that students should stay in their villages during their holidays in order to share their parents' work.

Answer the following questions which refer to the above report:-

1. It is the intention of the Government to offer higher education to all students.

   (a) Why then only a few youths can continue secondary school education?

   (b) Who has said this and where has he said it?

2. Which subjects were the students urged to take for their Form IV examination? Why were they urged to take these subjects?

3. What steps had the Ministry of Education taken in urging the students to do manual work?

4. Why were the students told to make an effort at their studies and then assist their country?

5. Why did Mr. Muhaji visit the Kigoma District and for how many days did he stay there?

Appendix V (a)

TEACHERS SURVEY

Test Scores and Previous Selection Scores by Age Groups

Busega (Mwanza) Pilot Area

* Stands for cell averages.

		16 - 18 yrs.	19 - 20 yrs.	21 - 25 yrs.	26 - 30 yrs.	31 - 35 yrs.	36 + yrs.
MISUNGWI	Test Scores	58, 44, 59	54, 59, 40	50, 44, 59, 39			
		*53.6	*51	*48			
	Selection Scores	142, 106, 132	155, 154, 132	135, 133, 132, 146			
		*126.7	147.0	*136.5			
BUTIMBA	Test Scores	36, 23	54, 50, 55	34, 49, 38, 46, 33, 47	36		
		*29.5	*53.0	*41.1	*36		
	Selection Scores	148, 86	119, 130, 134	118, 113, 122, 92, 84, 139	95		
		*117.0	*127.7	*111.4	*95		

Appendix V (b)

TEACEHRS SURVEY

Test Scores and Previous Selection Scores by Age Groups

Nansimo (Mara) Pilot Area

* Stands for all cell averages

		16 - 18 yrs.	19 - 20 yrs.	21 - 25 yrs.	26 - 30 yrs.	31 - 35 yrs.	36 + yrs.
B W E R I B A	Test Scores		40,61,73,58,60	32,55,47,51,53, 46	23,54,44,53,56, 35,60,26,40,36	54,62,59,44	37
			*58.4	*47.3	*42.7	*54.8	*37.0
	Selection Scores		124,131,138,103, 142	97,115,82,139, 119,95	77,145,96,120, 101,101,105,93, 102,94	109, 108,107,95	76
			*127.6	*107.8	*103.4	*104.8	*76.0
B U T I M B A	Test Scores	62,48	55,54,55	71,25,56,72,55, 53,51,57,38,43	49,37,41,45	38	27
		*55.0	*54.7	*52.1	*43.0	*38.0	*27.0
	Selection Scores	108,96,130	90,89	131,100,79,125, 120,120,96,97, 87,77,98	92,89,83,118	114	80
		*111.3	*89.5	*102.7	*95.5	*114.0	*80.0

Appendix V (c)

TEACHERS SURVEY

Test Scores and Previous Selection Scores by Age Groups

Negezi (Shinyanga) Pilot Area

*Stands for all cell averages.

		16 - 18 yrs.	19 - 20 yrs.	21 - 25 yrs.	26 - 30 yrs.	31 - 35 yrs.	36 + yrs.
KIZUMBABI	Test Scores		53, 52, 43	47, 49	41, 36	57, 51	67, 51
			*49.3	*48.0	*38.5	*54.0	*59.0
	Selection Scores		115, 85, 111	90, 101	121, 104	91	76
			103.6	*95.5	*112.5	*91.0	*76.0
BUTIMBA	Test Scores		54, 45, 35, 51, 52	54, 54, 51, 56, 18, 52	52, 62, 48		44, 38
			*47.4	*47.5	*54.0		*41.0
	Selection Scores		92, 103, 97, 81, 103	110, 90, 58, 52, 89	65, 110		70, 96
			*95.2	*79.8	*87.5		*83.0

Appendix V (d)

TEACHERS SURVEY

Test Scores and Previous Selection Scores by Age Groups

Ihangiro (West Lake) Pilot Area

*Stands for cell averages.

		16 - 18 yrs.	19 - 20 yrs.	21 - 25 yrs.	26 - 30 yrs.	31 - 35 yrs.	36 + yrs.
GERA	Test Scores	40,45,50,28	46,50,43,29,41,44,28,28	30,44,20,39,44,26,34,19,47,42,19,29,38	51,37,21,32,44	54,34,34,25,24	
		*40.8	*38.6	*33.2	*37.0	*34.2	
	Selection Scores	102,116,101	108,122,111,95,104,113,98	72,149,81,101,74,70,109,107,98,114,85	139,139,106	128,103,100,94,101	
		106.3	*107.3	96.4	*128.0	*105.2	

Appendix VI (a)

TEACHERS SURVEY

Test Scores and Previous Selection Scores by School Education

Busega (Mwanza) Pilot Area

*Stands for cell averages.

		III	IV	V	VI	VII	VIII	Above VIII
MISUNGWI	Test Scores				44	59,59,50,59,39	54,58,50,44	
					*44.0	*51.2	*51.2	
	Selection Scores				106	154,132,132,132,146	155,142,135,133	
					*106.0	*139.2	*141.3	
BUTIMBA	Test Scores				36	36,23,50	34,54,49,38,55,46,33,47	
					*36.0	*36.3	*44.5	
	Selection Scores				95	148,86,130	118,119,113,122,134,92,84,139	
					*95.0	*121.3	*115.1	

Appendix VI (b)

TEACHERS SURVEY

Test Scores and Previous Selection Scores by School Education

Nansimo (Mara) Pilot Area

*Stands for cell averages.

		III	IV	V	VI	VII	VIII	Above VIII
BWERI	Test Scores		54,56	32	23,37,35,26	40,44,46,60	55,47,51,62, 59,61,53,73, 58,60,53,40, 44,36	54
			*55.0	*32.0	*30.3	*47.5	*53.7	*54.0
	Selection Scores		109,101	97	77,76,101,93, 142	124,96,95	115,82,139,108, 107,131,120,138, 103,105,119,102, 95,94	145
			*105.0	*97.0	*97.8	*105.0	*111.3	*145.0
BUTIMBA	Test Scores			25	38,27	71,55,62,54, 48,53,41,55	49,37,56,72,55, 51,57,38,43,45	
				*25.0	*32.5	*54.9	*50.3	
	Selection Scores			79	131,114,80	100,108,96,90 130,96,83,89	92,89,125,120, 120,97,87,77, 98,118	
				*79.0	*108.3	*99.0	*102.3	

Appendix VI (c)

TEACHERS SURVEY

Test Scores and Previous Selection Scores by School Education

Negezi (Shinyanga) Pilot Area

* Stands for cell averages.

		III	IV	V	VI	VII	VIII	Above VIII
KIZUMBI	Test Scores			43, 51	51	53, 47, 49, 52, 41	57, 67, 36	
				*47.0	*51.0	*48.4	*53.33	
	Selection Scores			85, 91	76	115, 111, 90, 101, 121	104	
				*88.0	*76.0	*107.6	*104.0	
BUTIMBA	Test Scores	18, 44, 38	56		51	52, 54, 45, 35, 48, 52, 52	54, 54, 62	51
		*33.3	*56.0		*51.0	*48.3	*56.7	*51.0
	Selection Scores	52, 70, 96	58		81	65, 92, 103, 97, 89, 103	110, 110	90
		*72.6	*58.0		*81.0	*91.5	*110.0	*90.0

Appendix VI (d)

TEACHERS SURVEY

Test Scores and Previous Selection Scores by School Education

Ihangiro (West Lake) Pilot Area

*Stands for cell averages.

		III	IV	V	VI	VII	VIII	Above VIII
I	Test		30, 21, 26, 47,	46, 20, 19,	54, 29, 32,	50, 40, 43, 45,	37, 39, 44,	51, 44
H	Scores		34, 28, 24	25	34, 19	50, 41, 29, 44,	42, 34, 38,	
A						28	44, 28	
N			*30.0	*27.5	*33.6	*41.1	*38.3	*47.5
G								
I	Selection		72, 103, 74,	81, 109, 101,	128, 106,	108, 102, 122,	139, 101, 98,	139, 149
R	Scores		107, 79, 101	98	70, 114	111, 116, 95,	94, 85	
O						100, 104, 113		
			*89.4	*97.3	*104.5	*107.9	*103.4	*144.0

TEACHERS SURVEY

Test Scores by Marital Status

	Unmarried		Married	
Misungwi	54,58,50,44,59,59,40,39		44,59	
		*50.4		*51.5
Busega/ Butimba	49,36,50,55,46,33		34,54,23,38,47,36	
		*44.8		*38.6
Bweri	47,62,73,60,60		54,55,23,51,37,54,40,44,59, 61,53,56,35,58,26,53,40,44, 46,36	
		*60.4		*46.3
Nansimo/ Butimba	71,62,25,48,72,55,53,51, 55		49,37,55,54,56,38,27,57,38, 41,43,45	
		*54.7		*45.0
Kizumbi	53,47,41,43,51		57,49,52,67,51,36	
		*47.0		*52.0
Negezi/ Butimba	54,35,48,51,18,52,20		52,54,54,51,45,56,62,44,38	
		*39.7		*50.7
Ihangiro	46,30,50,44,40,29,44,45, 50,47,42,19,41,29,44,28, 28		51,20,37,54,43,21,39,32,26, 34,19,34,34,25,38,44,24,28	
		*38.6		*33.5

Note: *Stands for cell averages.

Appendix VIII (a)

TEACHERS SURVEY

Item Analysis of Literacy Knowledge Test

	1			2			3			4			5			6			7		
	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P
Misungwi	8	2	-	7	3	-	6	4	-	10	-	-	1	1	8	10	-	-	2	-	8
Busega/ Butimba	3	9	-	5	7	-	7	5	-	10	1	1	4	-	8	5	7	-	2	1	9
Bweri	20	7	-	19	8	-	19	8	-	23	1	3	7	2	18	25	2	-	7	-	20
Nansimo/ Butimba	15	6	-	12	9	-	14	7	-	18	1	2	7	1	13	20	1	-	1	-	20
Kisumbi	5	6	-	7	4	-	5	6	-	10	-	1	7	4	-	11	-	-	1	9	1
Negezi/ Butimba	6	10	-	9	7	-	3	13	-	10	-	6	10	2	4	12	4	-	4	2	10
Ihangiro	16	19	-	11	24	-	9	26	-	24	3	8	-	1	34	29	6	-	9	1	25
Totals	73	59	-	70	62	-	63	69	-	105	6	21	36	18	85	112	20	-	26	13	93

Appendix VIII (a)

Item Analysis of Literacy Knowledge Test

(Continued)

	8			9			10			11			12			13			14		
	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P
Misungwi	8	-	2	10	-	-	6	1	3	6	1	3	2	8	-	7	1	2	10	-	-
Busega/ Butimba	6	-	6	9	1	2	9	-	3	6	-	6	-	12	-	11	1	-	8	4	-
Bweri	22	-	5	25	-	2	23	-	4	19	1	7	5	18	4	13	1	13	20	7	-
Nansimo/ Butimba	14	-	7	20	-	1	15	-	6	7	1	13	3	16	2	6	2	13	16	5	-
Kisumbi	9	-	2	11	-	-	10	-	1	2	-	9	1	5	4	2	1	7	5	5	-
Negezi/ Butimba	15	-	1	12	-	4	9	1	6	4	1	11	4	8	4	5	3	8	9	7	-
Ihangiro	13	2	20	28	-	7	19	1	15	12	3	20	5	18	22	26	3	6	20	15	-
Totals	87	2	43	115	1	16	91	3	38	56	7	69	20	85	36	70	12	49	88	43	-

Appendix VIII (a)

Item Analysis of Literacy Knowledge Test
(Continued)

	15			16			17			18			19			20		
	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P
Misungwi	8	1	1	1	4	5	-	7	3	-	3	7	7	3	-	-	1	9
Busega/ Butimba	6	2	4	2	5	5	-	8	4	1	5	6	9	3	-	-	6	6
Bweri	15	2	10	2	8	17	8	4	15	10	7	10	14	2	11	2	2	23
Nansimo/ Butimba	12	5	4	4	8	9	10	2	9	8	5	8	10	4	7	1	4	16
Kizumbi	10	-	-	-	8	2	-	1	9	3	-	7	9	1	-	-	-	11
Negezi/ Butimba	10	2	4	1	12	3	-	9	7	4	5	7	7	6	3	-	3	13
Ihangiro	18	7	10	3	18	14	3	27	5	1	17	17	14	17	4	-	11	24
Totals	79	19	33	13	63	55	21	58	52	27	42	62	70	36	25	3	27	102

Appendix VIII (b)

TEACHERS SURVEY

Item Analysis of Arithmetic Test

	1 a			1 b			1 c			2 a			2 b			2 c			3 a			3 b		
	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P
Misungwi	7	3	-	7	3	-	10	-	-	9	-	1	7	3	-	5	5	-	9	-	1	5	4	1
Busega/ Butimba	4	8	-	4	8	-	12	-	-	6	6	-	5	7	-	4	8	-	9	3	-	6	6	-
Bweri	16	11	-	18	9	-	24	3	-	19	6	2	15	12	-	13	9	3	23	2	-	11	13	-
Nansimo/ Butimba	11	10	-	13	8	-	19	2	-	15	5	1	13	8	-	11	9	-	17	3	-	12	8	-
Kizumbi	5	5	1	6	4	1	8	3	-	9	2	-	8	3	-	7	4	-	9	2	-	6	5	-
Negezi/ Butimba	8	8	-	8	8	-	16	-	-	16	-	-	11	5	-	11	5	-	15	1	-	10	5	1
Ihangiro	4	31	-	6	29	-	31	4	-	18	12	5	12	23	-	8	27	-	23	12	-	5	29	1
Totals	55	76	1	62	69	1	120	12	-	92	31	9	91	61	-	59	67	3	105	23	1	55	70	3

Appendix VIII (c)

TEACHERS SURVEY

Item Analysis of Visual Test

	1 a			1 b			2 a			2 b			3			4 a			4 b			5		
	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P	R	W	P
Misungwi	10	-	-	9	1	-	9	1	-	4	5	1	3	7	-	5	5	-	5	5	-	8	2	-
Busega/ Butimba	14	1	-	15	-	-	8	7	-	6	9	-	3	12	-	3	12	-	4	11	-	13	2	-
Bweri	23	4	-	24	3	-	22	5	-	10	17	-	9	18	-	7	20	-	9	18	-	18	9	-
Nansimo/ Butimba	20	1	-	20	1	-	16	5	-	8	13	-	7	14	-	7	14	-	12	9	-	16	5	-
Kizumbi	10	1	-	10	1	-	10	1	-	4	7	-	3	8	-	5	6	-	4	7	-	9	2	-
Negezi/ Butimba	15	1	-	14	2	-	11	5	-	3	13	-	6	10	-	7	9	-	4	12	-	15	1	-
Ihangiro	32	2	-	28	6	-	16	18	-	8	26	-	8	26	-	9	25	-	14	20	-	20	14	-
Totals	124	10	-	120	14	-	92	42	-	43	90	1	39	95	-	43	91	-	52	82	-	99	35	-

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